

The History Teacher's Magazine

Volume II.
Number 9.

PHILADELPHIA, MAY, 1911.

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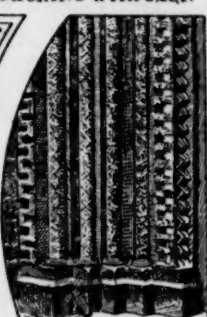
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Preparation of the High School Teacher of History*

BY PROFESSOR EDGAR DAWSON, NORMAL COLLEGE, NEW YORK CITY.

My subject as stated in the announcement is "What Preparation School Authorities Expect from High-School Teachers of History." I shall deal rather with the amount of training than with the kind; my subject is quantitative rather than qualitative. I wish to show that we do not require of those who aspire to teach history that they allow themselves long enough to prepare as they should for the work they expect to do.

In the effort I have made to obtain information on which to base this discussion, I have received a great variety of complaints against the present practice throughout the country. May I quote two or three of them? One says: "Generally the whole school world [in America] is suffering from the idea that anyone who can read English and follow a text-book can teach history." Another from a different section of the country says: "The authorities still think that anyone who can pronounce English words can teach history." A third, "The difficulty in reaching the ideal is that authorities accept the untrained teacher who thinks teaching history is a 'snap,' instead of going to the college where history teachers are trained." If these remarks seem to be pessimistic, they certainly do not come from persons whose opinions are to be disregarded. One conservative correspondent probably goes to the root of the matter when he says that our troubles largely originate in a "failure to recognize that history is anything more than an information subject. The cultural value of the subject is almost wholly unknown and unappreciated."

With this last judgment I most heartily agree. Most of the sins of the school administrators are sins of ignorance, and their lack of information is in many cases to be laid at the door of the college and the university. We can have no sympathy with the remark that the main requirement for a teacher of history is that he be "the cousin of the chairman of the Republican committee." School authorities follow their lights about as consistently as do railroad managers and bank directors. Nepotism, favoritism, and political pull, are but aspects of the human nature that governs all our actions. If agitation for good government is not maintained by those who are in a position to know good management from bad, then the administrator takes advantage of the seeming indifference, assumes that it is not his duty to establish ideals for the community, and lets down the bars for those whom he wishes to accommodate. The trouble is, we have no recognized standard. Who knows what preparation we expect from one who wishes to teach in a high-school? Is it not for us as leaders, or those who should be leaders, in educational progress to make it matter of general knowledge that we expect from our high-school teachers far less training than we have a right to expect? If it is true,

should we not publish the fact where it will be read, that the youth of our country are being handicapped by being placed in the hands of teachers who, whatever their character and conscience may be, are inadequately trained for the work they undertake to do?

As a foil to a more definite discussion of our requirements, I shall ask your patience for a few minutes to some reference to the standard now set in France and Germany. I do this not because it is desirable for us to imitate them in their method of training, but because we have a right to demand that our teachers devote as much energy to preparing for their work as the European teachers do. We are as rich as the French, we have as many problems to solve, our citizenship needs at least as much training and guidance as theirs does; consequently, if we require of those who wish to educate our next generation less discipline than the European does, it is pertinent to ask why we do so. It will be seen that it is more difficult to become a secondary school teacher in either France or Germany than to become a doctor of philosophy.

In France a student finishes his course at the secondary school at about 18. It will be remembered that he is then, in training, very nearly the peer of our rising junior. His next two years, spent at the university, lead to the *licence*, formerly called the master of arts, and also formerly entitling its holder to teach in the public secondary schools. After another year's work, if he is lucky, he receives the diploma of superior studies, which represents distinctly advanced work. After at least one more year he is ready to attempt the examination for the *agrégation*.

This is a competition, but corresponds roughly to our examination for the license to teach. The minister of public instruction calls for say fifteen teachers of history for the whole country. A large number of applicants present themselves. A jury is constituted of, for example, one professor from the Sorbonne; one from a provincial university; one from a Paris Lycee; and finally the inspector-general. This last officer is a specialist in history, and his function is to examine or inspect the work of the teachers of history with a view to keeping it up to standard. He may be roughly compared to a university high-school inspector under the certificate system. The jury gives the candidates a written examination, and after a month those who have passed this take an oral one. Since only a few of the candidates, say ten per cent., can be accepted, the others must work another year and then come up again. I am reliably informed that the candidate who gets his military service behind him and receives his *agrégé* by his twenty-fifth year is very fortunate.

A high standard is more easily maintained in these examinations by the fact that all the candidates must compete with graduates of the Higher Normal School of Paris, who are wards of the state. Entrance to this institution is by

* A paper read at the Conference of Teachers of History in Normal Schools and Teachers' Colleges, at the meeting of the American Historical Association, in Indianapolis, December, 1910.

competition, and applicants spend three, four or more years in preparation for entrance after graduation from the Lycee. The training in the normal school is severe, and competition with its graduates gives the candidates for the *agregé* a very trying and stimulating test.

In Germany also we find the graduate of the secondary school or gymnasium about 18 or 19 years old, and the peer in discipline of our rising junior. After four years' residence at a university he may come up for his *Staatsexam*,—his examination for the license to teach. The residence requirement for the doctor's degree is three years, and the degree is frequently taken at the end of that time. Of course we know that during these three or four years the student is perfectly free and need not attend a single lecture unless he wishes to do so; but we also know that he generally uses his time with great economy and industry.

The *Staatsexam* is conducted by a board of university professors, with the cooperation of an *Oberschulrath*,—a provincial school superintendent. As in France, an oral examination succeeds a written one; and I may say from frequent observation of the former, that it is far from being a mere formality. As a student of history, the candidate will probably be examined in history, Germanics, philosophy, religion, and pedagogy. Having passed his examinations, he is assigned to a gymnasium to serve his *Seminarjahr*,—to get a year's experience. During this year he conducts some classes and attends others conducted by older teachers. He is then at twenty-four or twenty-five a full-fledged *Oberlehrer* and has entered upon his life-work. He does not expect to make teaching a stepping-stone to some other profession, sacrificing the crucial years of scores of lives to his own ambition; but he expects to rise in the world by raising the profession in which he works.*

When we turn to America, we find the conditions somewhat less easy to describe. Local self-government in matters of education is here so highly developed, and the conditions in different sections vary so greatly that one may almost say there are as many customs as schools and as many rules as administrators. There is the high-school had in view by the state law providing that "the teaching force shall be adequate, and shall in every case consist of at least two teachers, each of whom shall be engaged exclusively in work above the seventh grade." And there is the highly-developed school, with hundreds of pupils, progressive departmental system, and thoroughly trained staff of university-bred specialists. There is the difference in tradition between the East and the West; and the difference in wealth between the rural district and the city. Consequently we can merely refer to a few typical cases, in the hope that a true impression may be created; but we must remember that there are many exceptions to any generalizations we may make.

The Federal Government, of course, does not come into contact with the high-schools. With some exceptions, the same may be said of the state governments. In many cases where states have made general high-school laws they have been meaningless. One state in the Middle West provides that "No person shall be employed to enter upon the performance of his duties as a teacher in any recognized high-school supported wholly or in part by the state . . . who

has not obtained from a board of examiners having legal jurisdiction, a certificate of good moral character; that he or she is qualified to teach literature, general history, algebra, physics, physiology, including narcotics, and in addition thereto four branches selected from the following: Latin, German, rhetoric, civil government, geometry, physical geography, botany and chemistry, and that he or she possesses an adequate knowledge of the theory and practice of teaching." In some circumstances after this law has been satisfied, a life certificate is given, on the assumption probably that only a few years of life could in any case remain.

In a number of other states, we learn, the superintendent is occupied mainly with the "general educational policy," and cannot attend to the requirements for high-school teachers. From other states come the following: Connecticut, "I cannot tell you the local requirements. They must vary with each locality. So far as I can learn, no examinations are required in any place." Pennsylvania says, "I admit what you say about the importance of actual requirements for eligibility as teachers in high-schools, but no definite standards have been actualized in this state." Massachusetts is "at present engaged in formulating plans for the certification of high-school teachers."

In New York the practice is thus described by one who has long been closely associated with the administration of the state laws: "Practically half the high-school positions in the state are filled by college graduates, and the proportion so filled is increasing. Not much more than college graduation could be required here, unless it were specialization in a summer school, if specialization had not already been done. Some lay great stress on pedagogical training, which I deem even more important than specialization in history. I see so many wretched failures in high-school teaching among inexperienced college graduates in all lines that I feel that there is a general pedagogical cause underlying it all, viz., the rapid development of the student mind during the college years places the college graduate entirely out of touch with the minds of the younger high-school pupils."

California is unique in the excellence of its state law. There the candidate must have done graduate work at one of the associated American universities. He does this work under the direction of the university departments from which he expects the recommendations which are almost essential to his appointment and advancement. The similarity between this requirement and the practice in Germany is apparent. There are other avenues to high-school positions in California, but I am informed that they are seldom used, and that this law works with excellent success. Its success is of course promoted by the close affiliation of the schools to the universities through the university school inspectors and the certificate system.

While a number of states require graduation from a college, the bachelor's degree really means so little that we may make the general statement that the states do not protect the high-schools at all. Even where the law requires a certification of the standard of the college granting the degree little is accomplished, for we know how much vigilance and public spirit would be necessary to prevent undeserving institutions from receiving such certification. Consequently to all of this, the rural districts, towns, and smaller cities generally take the best teachers that chance throws in their way. Where there is no state law and no generally recognized standard of excellence, chance does not of course always present

* Those who wish further and more detailed information on the general subject of the preparation of secondary school teachers may refer to E. L. Thorndike's "The Teaching Staff of Secondary Schools in the United States," G. W. A. Luckey's "Professional Training of Secondary School Teachers," and, especially, J. T. Brown's "The Training of Teachers for Secondary Schools in Germany and the United States."

well-trained teachers, and the development of the schools follows the curve that anyone might prophesy for it.

In the medium-sized cities where the salaries are a little larger than in the country and where public opinion is likely to play somewhat more actively on the administration, the requirements are apt to be stiffened somewhat by law or custom. Louisville selects its "teachers of history from college graduates who have made history their major subject, and who are strongly recommended by the institution from which they graduate." Milwaukee and Cincinnati and some other such cities have been able to get masters of arts, —presumably persons who have done about a year of graduate work. Dallas requires an undergraduate degree covering university study of history as a major, and successful experience. Buffalo requires a pedagogical training in addition to the college degree. We seem to be safe in saying that the cities of this class expect the high-school teacher to be a college graduate with some experience, or pedagogical training, or a little graduate work.

The larger cities have in some cases reduced their demands to greater system and worked out the details to an almost surprising degree. Boston has an eligibility list, admission to which is conditioned on graduation from a college or university approved by the board of superintendents, and three years' experience. One's position on the list is based on attainments expressed in points,—the highest possible credit being 1,000. One hundred and fifty points are allowed for the major subject; one hundred for each of two minors; fifty for each of five elementary subjects, and four hundred for length, character and quality of service. When a principal needs a teacher, he may select any one of the highest three on the list.

New York City demands graduation from a college recognized by the Board of Regents of the state. In addition, one expects pedagogical training and three years' experience, but the last may be replaced in part by graduate work, and the experience may be gotten as what is called a "junior teacher" in the high-schools. All candidates are examined. The city superintendent says: "The aim of the examination has been to test the ability to sum up historical evolutions rather than merely memory as to wars, reigns, dates, and the like. We have found that as a rule students who have just completed the regular college course are quite unfitted to take the examination, no matter what institution they come from. They need the maturity of thought that comes from considerable post-graduate work and from experience in teaching."

Chicago requires the bachelor's degree and either two years' experience or a course in the teachers' college and one year's experience. In addition, the candidate must pass an examination in a major, e. g., English and American history; four minors, e. g., civics and economics, English, French, and a professional course, including pedagogical work and practice in teaching. These three cities probably mark the highest level of our demands. They now and then employ men with considerable university training and leaders in their subject. I should say that the New York or Boston high-schools have some teachers as well trained as are to be found anywhere in the world; but these teachers are the exceptions, and these cities are far above the average in this country.

The information on which I have based this discussion is not as full as it might have been, and in some cases I have had to trust to one or two reports; I may therefore have repeated errors of detail. Consequently the opinions

which I have formed are tentative and submitted merely by way of further elucidation of the problem which faces us. Our attention seems to be called to three elementary questions: (1) What training should be expected of a candidate for a high-school position in history? (2) How may he best obtain this training? (3) How are school authorities to ascertain whether the candidate has such training or not? The last of these seems most difficult of academic solution.

It will be observed that our method of testing a candidate's attainment is similar to that prevalent in Europe in that he generally is examined. There is, however, a fundamental difference between the practice in California, Germany, and France on the one hand, and in the great majority of our states on the other. The difference lies in the examiner. In the one case the examination is conducted by specialists who are authorities in the subject in which they examine; in the other, the examination is conducted by persons who vary all the way from a well-educated gentleman of considerable culture, but certainly with no claim to being a specialist, down to an active party politician, with no interest in education whatever and no information on the subject in which he examines.

A sort of opportunism in administration results from our examination methods. No one knows what a teacher of history in a high-school should be. Consequently, as I have already said, the authorities accept the teacher that is offered. There can be said to be no definite demand for teachers, since there are always scores of persons to apply for any vacant position, and the policy is merely to take the best available or the one that has the strongest backing. This is closely related to the much-discussed salary question. If there were a definite standard to which applicants would be required to attain, the demand might exceed the supply, and the salary might have to be increased until properly-equipped teachers presented themselves. There are without doubt in most school districts persons who are willing to work for greater efficiency in the schools. These persons should be enlightened and stimulated by the information that history cannot possibly be taught by the sort of teachers they generally employ.

Our immoral use of testimonials is also a factor in our selection of teachers. We all know that most testimonials are better judged by weight or measure than by quality. In the main they are worthless as a means of discriminating. Aside from the careless use of adjectives and judgments in these documents, they are frequently written by the wrong persons. It has been called to my attention by more than one correspondent that when a teacher of history is sought application is made to the college president instead of to the department of history. The average college president is as truthful as other men, common rumor to the contrary notwithstanding; but we know that he will sometimes almost exhaust his vocabulary in describing the merits of a graduate with whose attainments he is familiar to a very limited degree.

I fear that my criticism contains very little that is constructive. My object is, however, rather to show the necessity for such a study being made as will result in constructive criticism of our practice and also in a campaign for the more careful selection of our teachers. As a suggestion of what I should like to see, I do not believe that anyone should be permitted to teach history in a high-school who cannot show a certificate of the completion of a seminary

course with a broad-minded and generous specialist in the subject, or else a piece of original work which guarantees that the candidate knows something of the depth of history as well as its length and breadth. I am sure that it is unnecessary for me to dilate here on the usefulness of such training, or on the fact that having training of this sort does not imply the use of university methods with young children, but the very reverse of that.

An almost necessary consequence of such a demand would be that the candidate, as in California, must show a year's work at a reputable university. He should also have had careful training in the method of teaching history. My own opinion on this latter point has changed completely. There was a time when I felt that anyone who knows his subject and has the temperament of the teacher needs nothing more, but can teach instinctively. It is true that he can, but he may waste the time of some thousands of pupils before he decides how he wants to go about it. It is dangerous for the teacher to practice on the pupil.

In conclusion, I wish again to lay stress on the fact that I am not particularly concerned in this discussion in the method of training teachers of history. My object is to

ask the following question: Have not American children a right to be taught by persons who have gone about the preparation of themselves for their work with as much seriousness as have those who teach French children or German children? As a corollary to this question, I should ask, Can an American prepare himself to teach in a shorter time than his European cousin can? Even on the basis of no more information than I now have on this subject, I am prepared to maintain that the average of our secondary school teachers has less training by at least two years than have the French teachers. I should like to see our teachers show that they have given themselves a full opportunity to be trained for their work, and I should then like to see the result tested by examiners who know the subject in which they examine.

I shall probably be told that I am dreaming when I say that the time will come when a high-school teacher will be expected to have as thorough training (of a different sort) as is expected of college teachers. If it is a dream it is a pleasant one, and one that shall continue to renew my optimism until I am awakened by real proof that it is merely a dream.

Preparation for History Teaching in the Grades*

BY SARA M. RIGGS, STATE NORMAL SCHOOL, CEDAR FALLS, IOWA.

Modern definitions of history—such, for example, as Professor Robinson's, "History is in the broadest sense of the word all that we know about every thing that man has ever done or thought, or hoped or felt"—unquestionably preclude the idea of a narrow or prescribed preparation for teaching the subject. Into the stream of history has flowed every branch of human activity—a fact demanding a broad and most intimate knowledge on the part of those who would teach it. It is true, the cry for "specialization" is a loud one, and it is equally true, no doubt, that without it the highest attainments in any line of study may not be secured; but on the other hand, must it not be remembered that for the teacher in the elementary school at least it is far better that the education be broad and general, touching the many-sided life of a people at many points, thus enabling the teacher to picture this life to the child, who from the primary grade to the high school must gain not merely knowledge and the means to use it, but also a fairly complete understanding of his relation to the life of the whole in home, school and society? At the outset it is assumed that general culture rather than specialized knowledge is the essential factor to be considered in testing one's qualifications for teaching in the grades. The work is broad in its demands; the teacher must be broad to meet the requirements.

A thoughtful consideration of the course of study for history in the grades has only recently been made and to the subject of preparation little thought has been given, for the educational world is only beginning to realize that history teaching is an art requiring not less than other lines of study an especial preparation. It is a presage of good, however, that the first step has been taken. The American Historical Association, through the Committee of Eight, has outlined a course of study and set ideals for presentation of subject matter. This report under the title of "The Study of History in the Elementary Schools," so far as the

present discussion is concerned, forms the basis for the determination of the quantity and quality of the requisite preparation. A wide adoption of its recommendations is desirable, for thereby greater uniformity as to the plan and method may be secured throughout the nation, such as to put us on an equality at least in this respect with other nations.

The second step, namely, the preparation of the teacher in the grades, must now be taken if the best results are to be obtained from the work already accomplished by the Committee of Eight. The normal schools and teachers' colleges must necessarily, because of their relation to the public school system, furnish the plan and method to secure the much-desired result—a competent teaching force to carry out the course already outlined. In the solution of the problem two principles must be kept constantly in mind: First, that the child's mind is not an empty vessel into which many facts are to be poured, but rather a bundle of possibilities, upon which the outward world acts, transforming them into active forces of mind—imagination, memory and reason; second, that history itself as material is subject to the laws of mind and must be known in its organized or scientific form as the ideal toward which all work must be directed. Elaboration of these principles is not possible here but may be found in such works as Mace's "Method in History," or such articles as have recently appeared in THE HISTORY TEACHER'S MAGAZINE, notably the following: "New Ideas of History," by Gilbert Giddings Benjamin, of the College of the City of New York, in the October issue, and "What is History," by Professor Edward P. Cheyney, University of Pennsylvania, in the December number. These are referred to only as typical. The magazines devoted to pedagogical discussions and many not specifically treating of educational topics are filled with material valuable from this point of view. What we wish to enforce is a thorough understanding of these principles.

In suggesting a course of study for the teacher of history in the grades, the demands made by the report of the Com-

* A paper read at the Conference of Teachers of History in Normal Schools and Teachers' Colleges, at the meeting of the American Historical Association, in Indianapolis, December, 1910.

mittee of Eight are kept constantly in mind. These are not in my opinion greater than they should be; in fact, the requirement is a conservative one, designed to stimulate rather than discourage the teachers already in the field or those just making preparation for their work in the school room; it does, however, point the way to higher standards than any as yet reached except perhaps in the more favored schools. The course of study required should be such as to enable the would-be teacher to see the life of which history is the record, not possibly as it would be seen by a college professor, or even a high-school teacher, but to see it in such a way that the children may be led into a full appreciation of the life of mankind in so far as it is adapted to the child mind. Since history is regarded primarily as a culture subject, it demands that teachers of history must be "cultured"; they must be men and women of broad knowledge rather than of special training in one field of study, therefore the following subjects are presented as requisites to give the sort of scholastic attainment and professional training necessary to the teacher who would carry out the work outlined in the course for the elementary school.

- I. English, including reading, English grammar, and composition, to give power in interpretation, correct expression and skill in presentation of thought.
- II. Literature, both English and American, and the more important contributions to literary expression of the ancient and medieval peoples.
- III. Geography, political and physical, together with the relation between geography and history.
- IV. Elements of economics, sociology and government.
- V. History, including the following divisions: American history, English history, general history, and a special period for intensive study.
- VI. Education,—psychology and historical method.
- VII. Art,—drawing, construction or industrial arts.

It is evident that this preparation could not be adequately compassed in the public schools; their function in fact is not that of making teachers; this is the work of a special school and such a course as here outlined may be carried out in such schools.

So far as the study of history itself is concerned in preparation for history teaching there should be, it would seem, no argument necessary, and yet in many schools—far too many—the idea still prevails that anyone can teach history and that not even a knowledge of the subject matter is essential. because the work of the recitation is hearing the children repeat what they have memorized from the book. Would that such ideas could be eradicated at once throughout the length and breadth of the land! Not only is this idea false, it is pernicious in its influence; it delays progress, and in its application stultifies the mind and makes history a mere memory study, denying to it its true place as disciplinary and cultural in value. In fact, the study of history in teachers' colleges and normal schools, upon which rests the burden of the preparation for elementary teaching of history, should be carried out in a scientific manner none the less because the work is to be done in the grades. Both the grade and the high school teacher should know history and be able to interpret its facts and correlate them into their true organic wholes. The course here outlined suggests a study of some special period in an intensive manner because only in this way may the would-be teacher secure a clear

comprehension of the value of history and a true appreciation of historical method.

Since history is to be regarded as "all that we know about everything that man has done or thought or hoped or felt," all subjects dealing with the life of man in society—such as economics, sociology and government—are likewise essential for the student in preparation for history teaching.

If it is true, as has been asserted, that a people's life is written in the land it occupies then a knowledge of that land is of supreme importance, and whether the statement be wholly true or not the place-relation is such a vital one in fixing the event in mind that geography must form an essential factor in the curriculum. Not less important as a factor should be the relation of geography and history, for abundant illustrations attest to the truth of the close relation actually existing. The Nile made Egypt; the course of the rivers and mountains in Spain determined the history of Moors and Christians in that peninsula; the mountains and irregular coast line of Greece made it a land of city-states, distinct and individual in development; the St. Lawrence River determined the course of westward migration from the seaboard and gave the Lake Region and the Mississippi Valley first to France; and very recently have we seen a striking illustration in the separation of Norway and Sweden.

Though last, not less emphatically is the plea made for laying a thorough foundation in the study of English, not alone in the realm of literature, but also in the field of practical work in the expression of thought grammatically and rhetorically. Of the studies proposed the greatest emphasis should be placed upon reading, because of its fundamental relation to everything else. For the teaching of history it is a vital essential and should occupy a prominent place in any course designed to prepare for such work.

Knowledge alone, however broad or specific, is not the open sesame to successful teaching, for beyond and above this the normal school or college must give a thorough course in education, including primarily the study of psychology and practice in the use of historical method with actual pupils in the school room. The ideal teacher is one who combines with his knowledge of subject matter a thorough knowledge of mental development; for he must transmute the material into a means for enlivening the imagination, that door alone through which one can enter appreciatingly into the region of the past.

The ideal teacher must so handle his subject matter that memory and reason shall be brought into use, not alone to give training in these qualities of mind, but to furnish a better understanding of man's development. The life of man in the progress of the ages is a story proceeding logically from step to step—a fact of which the teacher may make use in appealing to the child's interest. The teacher must recognize the different aims at the different stages of the program upon which depends the manner of presentation. In the first three grades much of the subject matter should be presented in story form; most of the work in the first five grades requires oral presentation; therefore, a training in the art of story telling is all important. Skill in the art of questioning is not less vital since through the question the pupil's knowledge is tested and he is led to see what he does not know, as well as to discover the relation of his present experiences to the past. In the preparation of each lesson the teacher is confronted with a problem requiring expert equipment in historical spirit and judicial temper.

There is the mass of material and the mind to be taught; the problem is one of organization and calls for the keenest analysis and a high degree of the power of interpretation. The work of the entire term must be taken into consideration; this lesson is only one in a series; all tend to some well-defined aim, which aim must be kept constantly in mind. To the untrained teacher, the problem is unsolvable and therefore his teaching is haphazard and without proper effect. It is the province of the normal school to give, therefore, careful training in the organization of material in accordance with the principles of historical development. The well-equipped teacher, besides this training in the organization of historical material, should have a training in the preparation of the syllabus and its use; he must know the true function of the note book and collateral reading; he must possess a wide acquaintance with books, both as to their contents and fitness as adjuncts to other sources of information, and must be familiar with maps, pictures, and objects for illustration. In short, the preparation demanded by the plan of the Committee of Eight is broad enough to tax the power of the best-trained graduate of the normal school or teachers' college. It is, however, none too strong in its demands—a high ideal must be established if the actual work in the elementary school is ever to be improved.

The preparation already suggested has been that from the standpoint of mental attainment and adaptation of subject matter through method to the mind of the child. As an aid in presentation a course in art is desirable, to include free hand drawing and construction or the industrial arts. Such preparation is necessary as an aid in the "visualization" of history to which at present so much attention is

being given. The "construction" work of Lida Lee Tall, of Baltimore, Md., as presented in the various issues of THE HISTORY TEACHER'S MAGAZINE is indicative of the trend towards this method in presentation.

While much may be accomplished through the insistence of thorough scholarship and practice in historical method, there yet remains the most important factor in determining success; namely, the personality of the teacher. The college may have given instruction by the most approved methods, the student may have been trained by a special teacher in the art of story telling and questioning, in organization of historical material, in the formation and application of the syllabus, in note taking, in the proper use of books, maps, charts and other illustrative material, but if the would-be teacher of history has not an inherent love for the subject and a vital interest in it as material for purposes of mental training and culture, the highest success may not be attained. With the qualities of intellectual attainment there must be connected qualities of heart. Keeness in analysis, brilliant memory, vivid imagination, high judicial power, "historical-mindedness," must be supplemented by high ideals, warm sympathy and a spirit divine that shall make possible a deep penetration into the emotions of child life, thus enabling the teacher to give inspiration for higher living and broader vision.

Now, in conclusion, what shall be done to make this discussion lead to practical results? Do we not need to enforce first of all more definite courses of study in the elementary school and then take up the task of preparing teachers to follow these courses? The air is rife with discussion; the earnest teacher has already adopted a good method, the course of study has been outlined; our work lies with the mass who have not yet caught the spirit of progress.

History in the Summer Schools

The Summer Session of University Extension at Oxford

BY VICTORIA A. ADAMS, CALUMET HIGH SCHOOL, CHICAGO.

Henry James begins his beautiful chapter on Venice in "Italian Hours," by saying that it is a pleasure to write the word "Venice," "but," he adds, "I am not sure there is not a certain impudence in pretending to add anything to it." It is a pleasure to write the word "Oxford," and it seems almost impudence to add anything when addressing history teachers who know so well the medieval seclusion of the semi-cloistered town and all its halo of associations. The one excuse for this article is the conviction that more history teachers would attend the summer sessions of University Extension in England, did they but know of the advantages offered them there. The writer had this happy experience in 1909.

These sessions are held for the month of August, at Oxford and Cambridge alternately. On even years the meetings are sometimes at other places than Cambridge, as in 1904, at Exeter, in 1910 at York, but on odd years there is always a meeting at Oxford.

In 1909 the Oxford session was devoted largely to history, over three-fourths of the work being in that subject. The major subject was Italy. Twenty-seven lectures were delivered on the medieval and modern history of Italy, twenty-three illustrated ones on its art; twelve lectures on Dante, by the distinguished Dante student, P. H. Wicksted, and twelve on other Italian authors. Italian music and science had also their share of attention. A minor course of nine lectures on English Political Institutions by the masterly lecturer and tutor of Modern History at Worcester College, J. A. R. Marriott—well known in America for his articles in the Nineteenth Century—was alone worth the cost of attendance. A similar course was given on Social-Economics. There was a six lecture course on English literature and special classes in the English lan-

guage designed for foreigners. A survey course in map-drawing, the omnipresent course in pedagogy, and, true to Oxford traditions, a course in theology, with two courses in the Italian language (the only foreign language taught), complete the work offered.

Besides the regular lectures there were many literary and social features of intense interest. The inaugural exercises were held in connection with the last summer Convocation. Degree-granting Convocations are more frequent at Oxford than at the University of Chicago. As the general subject was Italy, Marquis di San Guiliano, the then Italian Ambassador to the Court of St. James, delivered the introductory address on "Italy's Place in the World's History." The distinguished Italian received Oxford's highest reward, the honorary degree of D.C.L. The other ordinary degrees were conferred. Unusual interest attaches to this ceremony, even if it has lost the humorous side which it had in the days when Oliver Wendell Holmes receiving his degree was greeted by the cry, "Did he come in his one-horse shay?" Nothing more boisterous occurred than a light shuffling of feet by the candidates for the B.A. to signify their disapproval of the suspicion cast on their honesty by the historical proctors' walk. The Vice-Chancellor in 1909, Dr. T. Herbert Warren, Principal of Magdalen College, presided with grace and dignity. The transplanted American of whom we are all proud, Dr. William Osler, had also a part. It would be difficult to imagine a finer academic function than this Convocation with all its historic Latin and all its ancient pomp and ceremony. Wren's splendid building, the Sheldonian Theatre, in which it was held, was, needless to say, packed to its roof.

Visits to the colleges, "personally conducted" by Oxonians, afforded exceptional opportunities of learning, if at second hand, of English college life and organization. Education at Oxford is often said to be distinctively atmospheric. And since it is almost as difficult to pack up and carry away atmosphere as to define it, much

must of necessity remain even for the long vacation in the charm of the college gardens and the beauty of the venerable buildings, which were our daily delight. In the beautiful grounds of Worcester College we attended an open-air performance of Moliere's "Mock Doctor," as well as a garden party. College women who were suffragists, presented the reasons for "Votes for Women" as the English woman sees them, at several public meetings.

English hospitality, justly noted for its cordiality and kindness, was zealous in quenching our thirst alike for information and for tea at river and garden parties. Indeed, the social side should be considered one of the assets of the summer.

A few practical details about expenses and a word on the program for 1911 may not be amiss. The price of a ticket for the whole session, admitting to all the lectures and privileges, except a few special courses is \$7.50; for one-half the period, \$5.25. Board at the Women's Colleges is \$7.50 per week. The "mold of antiquity" costs men more—\$8.75 per week—at New College (the name has become not quite descriptive for it has celebrated its five hundredth anniversary).

In 1911 the meeting will be from August 3 to August 28.

The general subject of the lectures will be Germany: Its Contribution to History, Literature, Theology, Science, Music, and the Fine Arts. The first edition of the program gives the main courses as follows:

Section A. History. The Evolution of Modern Germany. There will be introductory lectures on Medieval Germany, but attention will be mainly concentrated upon the evolution of Modern Germany.

Section B. Literature. The contribution of Germany to Literature. Special attention will be directed to Goethe (course by the Master of University College), and other lectures will be given on the Nibelungen legend, the Knightly Epics and Minnesingers, the Mastersingers and the Satirists of the Renaissance, the Age of Frederick the Great (Lessing, Klopstock, and Wieland), Schiller, Romanticism, (all the above in English), and the modern German Drama (in German).

Section C. Theology and Philosophy. In this section there will be two courses for Advanced Students.

Section D. Music and Fine Art.

Section E. Science. The Epoch-making names in German Science, e.g. Humboldt, Liebig, Bunsen, Helmholtz, Johannes Müller, Von Baer, Virchow, and Koch.

Section F. Social Economics.

(1) Advanced Course on Economic Theory and Modern Problems, by Mr. L. L. Price, M.A., reader in Economic History.

(2) Germany's contribution to applied Economics and Social Administration.

Section G. English Language and Institutions. This section, intended primarily for foreigners.

Section H. Special classes intended primarily though not exclusively for teachers.

Dramatic Performances.

Performances of the Old German Puppet Play, "The Prodigious and Lamentable History of Dr. Johannes Faustus," will be given by the Ilkley Puppet Players.

Mr. Frank Benson and his company will, on August 16, give a special performance of Shakespeare's "Tempest," in the Shakespeare Memorial Theatre, Stratford-on-Avon.

Programs can be had by applying to the Secretary of the Delegation, University Extension Office, Oxford, or from the American Society for Extension of University Teaching, 729-730 Witherspoon Building, Philadelphia.

In many respects the Summer Meeting of University Extension is unlike a summer school at an American university. Not so many courses are offered as here, and in most courses no recitations and no examinations are held. There is nothing like our seminar. To one accustomed to graduate work in this country it may at first thought seem superficial, something like a "sublimated Chautauqua," or a continual diet of the "Open Lectures" which are such a feature at the summer quarter of the University of Chicago. But the real student has a chance to do some good work, for the privilege of reading in the Bodleian library, which an Englishman regards as in itself the means of acquiring a liberal education, is granted to advanced students. Besides the English University Extension lecturers are especially able men, and one has always a chance to hear some of England's ripest scholars. In 1909, J. Holland Rose, Herbert Paul, A. L. Smith, of Balliol; George M. Trevelyan, Horatio Brown, Edmund Gardner, and Dr. William Osler were among the lecturers.

History in American Summer Schools

University of Arkansas

Fayetteville, Ark.

JUNE 12—JULY 22, 1911.

(a). HISTORY OF THE UNITED STATES. Miss Bland.

1. REFORMATION AND THE ERA OF ABSOLUTISM. Prof. Reynolds.

2. FRENCH REVOLUTION AND THE 19TH CENTURY. Prof. Reynolds.

3. AMERICAN STATE GOVERNMENT. Prof. Reynolds.

University of Chicago

Chicago, Ill.

JUNE 19—JULY 26, AND JULY 27—SEPT. 1, 1911.

Professors McLaughlin and Dodd, Associate Professor Shepardson, Doctors Jernegan, Huth, and others, will offer courses in The History of Greece; The History of Rome; The Outline of Medieval History; The Outlines of Modern History; Magna Charta and the Beginnings of English Parliamentary Government; English Constitutional and Political History since Edward I; The Expansion of Europe; The Dark Ages; The Social and Economic History of the American Colonies; The Constitutional History of the United States, 1760-1789; A Seminar in the Constitutional Convention of 1787; A Teachers' Course in American History; The Civilization of the Ante-Bellum South; A Seminar in Southern History; Political and Constitutional History of the United States of 1877.

In College of Education are offered: Mrs. Thorne-Thomson, History and Literature in Primary Grades. Professor Bourne, Methods of History for High School Teachers.

University of Colorado

Boulder, Colo.

1911.

1. GENERAL HISTORY. Dr. Pooley.

2. MODERN EUROPE, 1450-1648. Dr. Pooley.

3. MODERN HISTORY, 1648-1763. Dr. Pooley.

Columbia University

In the City of New York.

1911.

Europe in the Middle Ages; Modern and Contemporary European History; American History; History of Greece; History of Rome; Medieval Culture and Renaissance; Revolutionary and Napoleonic Era; Constitutional History of the United States; Modern Colonization; Recent History of the U. S.

Cornell University

Ithaca, N. Y.

JULY 6—AUGUST 16, 1911.

A. ANCIENT HISTORY FROM ALEXANDER THE GREAT TO AUGUSTUS. Prof. Sill.

B. THE DAWN OF MODERN HISTORY. Prof. Burr.

C. EUROPEAN HISTORY, ENGLISH AND CONTINENTAL, SINCE 1815. Prof. Sill.

D. AMERICAN POLITICAL HISTORY, 1820-1869. Prof. Woodburn.

E. HISTORICAL METHOD AND THE TEACHING OF HISTORY. Prof. Burr.

F. PALEOGRAPHY AND DIPLOMATICS. Prof. Burr.

G. CIVIL GOVERNMENT, A. AMERICAN GOVERNMENT AND POLITICS. Prof. Woodburn.

Harvard University

Cambridge, Mass.

JUNE 29—AUGUST 10, 1911.

GOVERNMENT.

S1. CIVIL GOVERNMENT, THE UNITED STATES, GREAT BRITAIN, GERMANY, FRANCE, AND SWITZERLAND. Dr. Arthur N. Holcombe.

S2. MUNICIPAL GOVERNMENT. Dr. Arthur N. Holcombe.

HISTORY.

S2. ANCIENT HISTORY FOR TEACHERS. Assistant Prof. William S. Ferguson.

S5. AMERICAN HISTORY FROM 1783 TO 1829. Prof. William McDonald.

S20i. RESEARCH IN GREEK AND ROMAN HISTORY. Assistant Professor Ferguson.

S20d. RESEARCH IN MODERN EUROPEAN OR ASIATIC HISTORY. Prof. Archibald Cary Coolidge.

S20c. RESEARCH IN AMERICAN HISTORY. Prof. William MacDonald.

University of Illinois Urbana, Ill.

JUNE 26—AUGUST 19, 1911.

S10. EUROPEAN HISTORY, 1648-1871. Prof. Anderson.

S3a. AMERICAN HISTORY, 1606-1783. Prof. Greene and Mr. —

S15. THE AMERICAN CIVIL WAR AND PERIOD OF RECONSTRUCTION. 1860-1877. Professor Garner.

S16. EUROPE DURING THE NAPOLEONIC PERIOD, 1799-1815. Professor Anderson.

S101. SELECTED TOPICS IN AMERICAN HISTORY DURING EIGHTEENTH CENTURY. Professor Greene.

University of Kansas Lawrence, Kans.

JUNE 8—JULY 19, AND JULY 20—AUGUST 9, 1911.

I. MODERN EUROPEAN HISTORY. Professor Becker.

II. HISTORY OF MEDIEVAL ENGLAND. Assistant Professor Crawford.

III. AMERICAN HISTORY, 1754-1854. Professor Price.

IV. AMERICAN GOVERNMENT. Professor Price.

V. EUROPE IN THE EIGHTEENTH CENTURY. Professor Becker.

VI. THE FOUNDATION OF ENGLISH INSTITUTIONS. Assistant Professor Crawford.

VII. HISTORICAL SEMINARY. Professor Becker.

VIII. HISTORY OF MODERN ENGLAND. Assistant Professor Crawford.

Latin II. ROMAN POLITICAL INSTITUTIONS. Assistant Professor Murray.

Sociology IV. ECONOMIC HISTORY OF THE UNITED STATES. Assistant Professor Boynton.

University of Maine Orono, Me.

JULY 3—AUGUST 11, 1911.

1a. AMERICAN HISTORY AND GOVERNMENT. Professor Colvin.

1b. ENGLISH HISTORY. Professor Colvin.

2. UNITED STATES HISTORY SINCE MEXICAN WAR. Professor Colvin.

3. PRIMARILY FOR GRADUATES. Professor Colvin.

University of Michigan Ann Arbor, Mich.

JUNE 30—AUGUST 25, 1911.

Professors Van Tyne, Dow, and Cross, and Instructor Bacon, and Professor Conger, of Knox College, offer the following courses: History of England (a) Under the Tudors and the Stuarts, (b) From the French Revolution to the present Time; Medieval Europe; Political and Constitutional History of the United States, 1800-1860; American Colonial History; Seminary in American History; The Teaching of History.

University of Missouri Columbia, Mo.

1911.

5a. ANCIENT HISTORY. Mr. Trenholme.

3. AMERICAN HISTORY. Mr. Stephens.

10b. ADVANCED EUROPEAN HISTORY, NINETEENTH CENTURY DEVELOPMENT. Mr. Stephens.

S12. ENGLISH CONSTITUTIONAL HISTORY. Mr. Trenholme.

New York University New York, N. Y.

JULY 5—AUGUST 15, 1911.

S1. POLITICAL AND CONSTITUTIONAL HISTORY OF THE UNITED STATES. Professor Marshall S. Brown.

S2. AMERICAN CIVIL GOVERNMENT. Professor Brown.

S3. HISTORY OF EUROPE IN THE XIXTH CENTURY. Dr. Theodore F. Jones.

S4. THE ECONOMIC HISTORY OF ENGLAND. Dr. Jones.

SG1. SEMINAR IN AMERICAN COLONIAL HISTORY. Professor Brown.

SG2. SEMINAR IN THE FRENCH REVOLUTION. Dr. Jones.

S1. ELEMENTS OF ECONOMICS. Dr. Lee Galloway.

S2. INDUSTRIAL HISTORY. Dr. Galloway.

S3. INDUSTRIAL ORGANIZATION. Dr. Galloway.

S4. ADVANCED ECONOMICS. Dr. Galloway.

Ohio University Athens, Ohio.

JUNE 19—JULY 28, 1911.

Professors Henry W. Elson, Thomas N. Hoover, Clement L. Martzoff will give courses in Ohio History; Civics; United States History, Review; United States History, Collegiate; General History; Methods in History; Modern European History.

Ohio State University Columbus, Ohio.

JUNE 19—AUGUST 11, 1911.

102. POLITICAL HISTORY OF THE UNITED STATES. Assistant Professor Hockett.

104. THE HISTORY OF THE WEST. Assistant Professor Hockett.

121a. THE TEACHING OF AMERICAN HISTORY. Professor Knight.

205. FORMATION AND RATIFICATION OF THE CONSTITUTION. Assistant Professor Hockett.

103a. INTERNATIONAL LAW. Professor Knight.

University of Pennsylvania Philadelphia, Pa.

JULY 5—AUGUST 16, 1911.

1. MEDIEVAL HISTORY, 800-1300. Professor Dana C. Munro.

3. METHODS OF HISTORY TEACHING. Professor Munro.

4. AMERICAN HISTORY, 1690-1783. Professor John H. Latané.

2. MODERN HISTORIANS. Professor Munro.

5. AMERICAN DIPLOMATIC HISTORY, 1861-1910. Professor Latané.

6. SEMINAR IN ENGLISH HISTORY. Professor Cheyney.

Summer School of the South

University of Tennessee, Knoxville, Tenn.

JUNE 20—JULY 28, 1911.

Group I. DR. WILLIAM STARR MYERS.

(1) Oriental and Greek History.

(2) Roman History.

Group II. DR. BERNADOTTE E. SCHMITT.

(2) Western Europe During Sixteenth and Seventeenth Centuries.

(4) Western Europe Since the Congress of Vienna.

Group III. PROFESSOR JAMES DICKASON HOSKINS.

(2) England from the Accession of the Angevins to the Accession of the Tudors.

(3) England Under the Tudors and Stuarts.

(4) England in the Eighteenth and Nineteenth Centuries.

Group IV.

(1) History of the Colonies and of the Revolution. Dr. Isaac J. Cox.

(3) Division and Reunion (1860 to present). Dr. Cox.

(4) The South in American History. Dr. Franklin Lee Riley.

(5) Methods of Teaching History. Dr. Riley.

Group V.

(1) Civics, Elementary Course. Dr. John Thomas Holdsworth.

Group VI. DR. JOHN LEE COULTER.

(1) Introduction and General Survey of Economics.

(2) Economics as Applied to the Agricultural Industries.

Syracuse University Syracuse, N. Y.

JULY 5—AUGUST 16, 1911.

A. ANCIENT HISTORY, THE EASTERN NATIONS AND GREECE. Associate Professor Tanner.

B. MEDIEVAL HISTORY. Associate Professor Tanner.

C. AMERICAN HISTORY, 1787-1860. Associate Professor Tanner.

D. METHOD IN HISTORY AND PRINCIPLES OF HISTORICAL RESEARCH. Associate Professor Tanner.

The University of Texas

Austin, Texas.

JUNE 17—AUGUST 3, 1911.

- 2f. THE EARLY MIDDLE AGES, 395-814. Mr. Krey.
 2s. THE LATER MIDDLE AGES, 1273-1500. Mr. Krey.
 4f. TEUTONIC AND FEUDAL ENGLAND, 449-1297. Dr. Ramsdell.
 5f. EUROPEAN EXPANSION IN AMERICA, 1492-1775. Adjunct Professor Barker.
 2w. THE NATIONALIZING MOVEMENT, 1775-1836. Adjunct Professor Barker.

5s. DIVISION AND REUNION, 1836-1910. Dr. Ramsdell.

The University of Wisconsin

Madison, Wis.

JUNE 26—AUGUST 4, 1911.

1. MEDIEVAL HISTORY, 395-1095. Professor James W. Thompson.
 2. MODERN EUROPE, 1500-1715. Professor Sellery.
 3. THE UNITED STATES FROM THE REVOLUTION TO 1830. Dr. Root.
 4. THE ROMAN EMPIRE FROM AUGUSTUS TO DIOCLETIAN. Professor Westermann.

5. A HISTORY OF COMMERCE IN THE LATER MIDDLE AGES. Professor Thompson.

6. EUROPE, 1789-1900. Professor Sellery.

7. BRITISH COLONIAL ADMINISTRATION, 1689-1765. Dr. Root.

8. CIVIL WAR AND RECONSTRUCTION. Professor Fish.

9. SEMINARY IN AMERICAN HISTORY, BUCHANAN'S ADMINISTRATION. Professor Fish.

10. THE TEACHING OF HISTORY. Professor Chase.

State College of Washington

Pullman, Wash.

JUNE 19—JULY 28, 1911.

1. THE FRENCH REVOLUTION AND THE NAPOLEONIC ERA. Professor Jackson.

2. AMERICAN GOVERNMENT AND CONSTITUTIONAL HISTORY. Professor Jackson.

20. THE TEACHING OF HISTORY. Prof. Jackson.

01. U. S. HISTORY. Professor Jackson.

04. MEDIEVAL AND MODERN EUROPE. Professor Jackson.

Aids to the Teaching of History

A Descriptive Catalogue of the Collection of the New England History Teachers' Association

BY THE COMMITTEE ON HISTORICAL MATERIAL.

ANCIENT HISTORY.—Continued

WALL PICTURES.

Tabulae quibus antiquitates Graecae et Romanae illustrantur. Cybulski, Editor. Koehler; Bardeen. 28x36 in. M. 4. \$1.25, net, (including carriage to New York), each sheet.

1. Greek Weapons and Shields.
2. The Greek Warrior.
- 3a. Greek Money.
- 3b. Roman Money.
4. Greek and Roman Ships.
5. Roman Weapons and Shields.
- 6-7. The Roman Soldier (two sheets).
8. The Roman Camp.
9. War Machines of the Greeks and Romans.
10. Greek House.
11. Roman House.
- 12-13. Greek Theatre.
- 14 a, b. Plan of Athens (double sheet).
- 15 a, b. Plan of Ancient Rome (double sheet).

Series 11.

16, 17, 18. Customs of the Greeks.

19, 20. Customs of the Romans.

This set has been given in full on account of its special excellence. The Association has exhibited all of it. At the present only about a dozen pictures are in view, owing to the lack of space. (Text in Latin and Greek.)

Oldenbourg's Wandtafeln zum klassischen Altertum. Grosse 75: 67 cm.

4. Delphi. Gez.—vom Architekt und Maler E. Schuster. With text. M6. (\$1.60) each.

Lehmann. Kulturgeschichtliche Bilder für den Schulunterricht. Koehler.

Abteilung: Alte Geschichte nach Aquarellen von Müller-Wachsmuth, Klemm, Molitor, von Buhlmann, Dietrich, Weichardt u. Gehrts, Tschirsch u. a. M. 2.80 (\$.80) each.

6. Der Tempel zu Jerusalem zur Zeit Christi. Temple at Jerusalem.
9. Inneres eines Römischen Hauses. Interior of a Roman House.
10. Römische Krieger. In a Roman Camp.

SMALL PICTURES.

Masterpieces in Art. Elson Prints, Photogravures, averaging 5½x8 in. on paper 9x12 in. \$1.25 per portfolio of 10 prints with descriptive text. Single prints, \$.10. Elson.

Greek and Roman Architecture:

Lion Gate of Mycenae.

Great Temple (so-called Temple of Posidon) at Paestum.

Theseum, from Southwest, Athens.

Parthenon, from Southwest, Athens.

The Temple of Victory, from Northeast, Athens.

Erechtheum, from Northwest, Athens.

Caryatid (South), Porch of the Erechtheum, Athens.

Colosseum, Rome.

Arch of Constantine, Rome.

"Maison Carrée," Nîmes.

Greek Sculpture:

Gravestone of Aristion. (Athens National Museum.)

Harmodius and Aristogiton. (Naples Museum.)

Three Fates from East Pediment of the Parthenon. (British Museum.)

Theseus from same. (British Museum.)

Metope from Parthenon. (No. 310 in Catalogue of British Museum.)

Portion of Slab of the East Frieze of the Parthenon, with Seated Divinities. (Acropolis Museum.)

Two Slabs of the North Frieze of the Parthenon. (British Museum.)

Doryphorus. (Naples Museum.)

Wounded Amazon. Perhaps after Polyclitus. (Lansdowne House, London.)

Caryatid from South Porch of Erechtheum. (British Museum.)

Egyptian Architecture:

Temple of Philae.

The Great Sphinx (Showing Pyramids in Distance.)

Interior of Rock Temple, Abu Simbel.

Granite Temple at Gizeh.

Great Hall of Columns, Karnak.

Avenue of Sphinxes, Karnak.

Temple of Edfu.

Facade of Rock Temple, Abu Simbel.

Peristyle Hall of Amenophis III, Luxor.

Great Pyramid.

Reproductions of the Paintings of Objects in the Boston Museum of Fine Arts. (On sale at the Museum.) 8x10 in. \$.40.

Egyptian:

Garment.

Statuettes.

Gold Handle (XXVI Dynasty).

Cat.

Ptolemy III.

Portrait Head.

Greek:

Hermes.

Assyrian:

Relief.

Roman:

Young Augustus.

University Prints. Bureau of University Travel. Sets of 500

Prints, illustrating:

Greek and Roman Sculpture.

Early Italian Art.

Later Italian Art.

Art of the Netherlands and Germany.

Each set \$4.00 (or with book descriptive of the subject, \$5.00. See Illustrated Books.) Portfolio of Large Prints, illustrating the work of Michael Angelo, \$2.50.

The Perry Pictures. Pictures of various sizes: $5\frac{1}{2} \times 8$ (\$.01) each; 7×9 (\$.02) each; 10×12 (\$.05) each. These pictures have various subjects, including great men, historic places, sculpture, etc. The Perry Picture Company.

Ancient Sculpture, Egyptian, Greek and Roman.

CASTS.

Greek and Roman. Caproni.

Homer. 2 ft. 3 in. high. \$7.50, net.
Sophocles. 2 ft. 2 in. high. \$7.50, net.
Pericles. 2 ft. high. \$7.50, net.
Cicero. 1 ft. 8 in. high. \$6.00, net.
Augustus Caesar. 2 ft. 8 in. high. \$11.25, net.
Marcus Aurelius. 2 ft. 4 in. high. \$7.50, net.

ILLUSTRATED BOOKS.

Powers & Powe. Bureau of University of Travel. Outline for the Study of Art. Early Italian. \$1.25 each. (But see under Pictures.)
E. von Mach. Bureau of University of Travel. A Handbook of Greek and Roman Sculpture. \$1.25 each. (But see under Pictures.)

ENGLISH HISTORY

MAPS.

The British Isles.

Cartes Murales Vidal-LaBlache. 1 m. 20×1 m. (about 3 ft. square). Double-faced, colored. Colin, Hammett.

2 Serie: Contrees d'Europe.

28. Iles Britanniques. See Cartes Murales, Continental Europe.

The Society for Promoting Christian Knowledge and the National Society. Stanford. Rand, McNally. 4 ft. \times 4 ft. 8 in. \$4.00, net.

Excelsior Series. Bacon; Hammett. 46×62 in. \$2.25, net.

Columbia Series. Rand, McNally. 42×59 in. \$3.50, net.

Philips' Series Relief Map. Kenney Bros. & Wolkins. 30×25 in. \$3.00, list.

Philips School Room Map of England and Wales. Hammett; Kenney Bros. & Wolkins. 68×54 in. \$6.00, list.

Bacon's Excelsior Industrial Map of England and Wales. Hammett. 27×37 in. \$1.50, net.

Grand Series. England. Johnston; Babb. Insets: Scilly Islands, County of London. 40×48 in. \$2.25, net.

McKinley Blackboard Maps. McKinley. 32×44 in. \$3.00, net.

ATLASES.

Gardiner, S. R. English History School Atlas. Longmans, Green & Company. 1905.

Reich, Emil. New Student's Atlas. English History. Macmillan & Company. 1903.

Cruchley, G. F. County Atlas of England and Wales. Cruchley. 1875. Loaned.

CHARTS.

The "A. L." Historical Time-Charts. Arnold. No. 1. Paper. 45×35 in. Ruled and printed. Each, net 3d. Packed in roller. Each, net, 5d.

No. 15. Ruled with vertical lines, but not with horizontal, and printed on black Melano cloth. Set of six sheets, $16/6d$. \$4.10 net.

The "A. L." Synoptical History Charts. By W. H. Weston, B.A., and H. H. Stephens, A.C.P. Arnold. Three charts, each 60×30 in., printed in 6 colors. Chart A. Periods of English History (in centuries). Chart B. Growth of the British Empire (with maps). Chart C. Landmarks of English History. Single charts, C. R. V., net 5/. (\$1.25). Set of three charts, C. R. V., net, $13/6$. (\$3.35). Set of three charts, mounted on calico, with protecting cover, net $10/6$. (\$2.60). Descriptive circular with each.

The "A. L." Genealogical History Chart. By L. Williams, State School, Harrisville, Queensland. A Genealogical Table of the English Sovereigns, showing the descent of each house, with portraits of all the monarchs, and with maps. Arnold. One sheet, 42×35 in., in full scale of colors. 5/. (\$1.25) net.

The Descent of England's Sovereigns. Perrin. Loaned.

A Perspective History Chart. By E. A. G. Lamborn. The Clarendon Press, Oxford; and Oxford, New York. $2\frac{1}{2} \times 2$ ft. $8/6d$. (\$2.15) each.

LARGE PICTURES.

Longmans' Historical Wall Pictures. Illustrating British History. Painted from authentic sources, by Henry J. Ford. 24×18 in. Printed on plate paper, 30×25 ins. \$.80, net. 12 pictures in portfolio, \$10.50. Longmans, Green.

1. The Roman Wall.
2. Augustine Preaching Before King Ethelbert.
3. A Danish Raid.
4. Harold's Last Stand at Senlac.
5. Richard Cœur de Lion's Sight of Jerusalem.
6. King John Seals the Great Charter.
7. Henry V at Agincourt.
8. The Armada in the Channel.
9. Charles I's Visit to the House of Commons to Seize the Five Members.
10. Wolfe on the Plains of Abraham.
11. Trafalgar.
12. Portsmouth Harbor in 1909.

Longmans' Historical Illustrations. Six portfolios each containing 12 plates ($12 \text{ in.} \times 9\frac{1}{2} \text{ in.}$) Drawn and described by T. C. Barfield. Price each portfolio, \$.90. Longmans, Green.

Portfolio I. 12 plates illustrating the costume and architecture of the Anglo-Saxons in the eleventh century.

Portfolio II. 12 plates illustrating the twelfth century.

Portfolio III. 12 plates illustrating the thirteenth century.

Portfolio IV. 12 plates illustrating the fourteenth century.

Portfolio V. 12 plates illustrating the fifteenth and fourteenth centuries.

Portfolio VI. 12 plates illustrating the fifteenth century.

The "A. L." Historical Incidents. Thirty wall pictures, each 36×31 in. (on paper 40×36 in.) Arnold. Any one sheet, C. R. V., $4/$ (\$1.00). Set of six, mounted on calico, fastened on top-lath, and with protecting cover, $13/6$. (\$3.35). With each picture is given a descriptive account. Examples upon exhibition:

- No. 1. Ancient British Life.
- No. 2. Caractacus Before Claudius. (A.D. 51.)
- No. 5. King Alfred Receiving the Submission of the Danes. (A.D. 879.)
- No. 12. The Murder of Becket. (29th Dec., 1170.)
- No. 14. Crusades—Richard and Saladin. (1191.)
- No. 15. A Tournament in the Time of Richard I. (1189-1199.)
- No. 20. Simon de Montfort and the First House of Commons. (1265.)
- No. 21. Edward I. Presenting the First Prince of Wales to the Welsh Chiefs. (1284.)
- No. 22. The Canterbury Pilgrims, Richard II. (1387.)
- No. 23. Caxton Showing His Printing Press to Edward IV., About 1474.
- No. 25. Joan of Arc Raising the Siege of Orleans. (7th May, 1429.)
- No. 30. Dismissal of Wolsey. (1529.)
- No. 40. The Armada in the Channel. (29th July, 1588.)
- No. 56. A London Street (Cheapside) Before the Great Fire. (1666.)
- No. 60. Landing of William of Orange. (5th Nov., 1688.)
- No. 70. Clive at Plassey. (23d June, 1757.)
- No. 71. Wolfe at Quebec—Climbing the Heights. (13th Sep., 1759.)

The Britannia Historical Scenes. Arnold.

Each picture in $1\frac{1}{2}$ in. polished oak frame, size over all $34\frac{1}{2} \text{ in.} \times 26\frac{1}{2} \text{ in.}$ Net, $10/6$ (\$2.60).

Set of 12 plates, in portfolio. Net, $35/$ (\$8.75).

Single Pictures, unmounted, each, net, $2/6d$. (\$.60).

No. 6. The Wars of the Roses.

No. 8. Charles I. Going to Execution.

The Royal Standard. Wall picture in paper, $2 \times 1\frac{1}{2}$ ft. A. Johnston, Arnold.

SMALL PICTURES.

Photographs of the Paintings of Objects in the Boston Museum of Fine Arts. (On sale at the Museum.) 8×10 in. Sepia. (Dark brown.) \$.40.

Velazquez. Philip IV.

Velazquez. Don Balthazar Carlos.

Van Dyck. Maria Anna de Schodt.

Gerome. L'Eminence Grise.

Group of blue prints of Public Buildings, etc. Thompson Pub. Company. \$.01 each print.

The "A. L." Historical Cards. New series of 32 cards, illustrating incidents in the History of England and Scotland from Roman times to the close of the Victorian era. 4×6 in. Arnold.

Landing of Julius Caesar. 26th August, 55 B. C.)

Diamond Jubilee of Queen Victoria. (22nd June, 1897.) Etc.

In packets of 480 (15 each of the 32 subjects). Per packets, net, $11/6d$.

CONTINENTAL EUROPEAN HISTORY

HISTORICAL MAPS.

Mitteleuropa, für den Unterricht in der Geschichte, Literatur und Pädagogik. By Dr. Carl Boettcher und Adolf Freytag. Koehler. About 7x5 ft. \$6.00.

Wandkarte zur Geschichte der Völkerwanderung. By Dr. A. Baldamus. Koehler. About 7x5 ft. \$5.50.

The Spruner-Bretschneider Historical Wall Maps. A set of ten maps to accompany medieval and modern history from 350 to 1815 A.D. Fifth edition. 1896. (62x52 in.). By K. von Spruner, C. A. Bretschneider. Perthes, Gotha. Rand, McNally; Hammett, Kenney, Babb, Bardeen. Spring roller, steel case. \$8.00 each.

1. Europe, 350 after Christ. S. C.
2. Europe at the Beginning of the VI Century. S. C.
3. Europe at the time of Charlemagne.
4. Europe During the Second Half of the X Century. S. C.
5. Europe During the Time of the Crusades. S. C.
6. Europe During the XIV Century.
7. Europe During the Time of the Reformation.
8. Europe During the Time of the Thirty Years' War until 1700.
9. Europe During the XVIII Century, from 1700-1789.
10. Europe During Napoleon's Time, from 1789-1815.

(Above maps have German text.)

MacCoun's Historical Geography Charts of European History. Silver, Burdett. 38½x29 in. Lithographed in colors. With supporter, \$12.50, net.

1. Europe at the Death of Theodoric the Ostrogoth. (320 A.D.)
2. Eastern or Byzantine Empire at its Greatest Extent.
3. Turanians Save Europe from Becoming Slavic.
4. Europe Under Karl the Great. (814-843 A.D.)
5. Beginning of Modern European States. (888 A.D.)
6. Foundation of Holy Roman Empire. (1000 A.D.)
7. Europe at Time of First Crusade. (1095 A.D.)
8. Europe at Time of Fourth Crusade. (1200 A.D.)
9. Time of Mongol Invasions. (1360 A.D.)
10. Europe During 100 Years War. (1420 A.D.)
11. Europe During Reformation. (1563 A.D.)
12. Europe After Thirty Years' War. (1648 A.D.)
13. Europe in Age of Frederick the Great. (1775 A.D.)
14. Europe at Beginning of the Nineteenth Century. (1802 A.D.)
15. Europe at Time of Napoleon. (1811.)
16. Europe at Time of Restoration. (1816.)
17. Europe After Peace of Prague. (1866.)
18. Europe After Franco-Prussian and Russo-Turkish Wars. (1878.)
19. Ethnographical Map of Europe.

POLITICAL AND PHYSICAL MAPS.

Cartes Murales. Vidal-LaBlache. Double-faced, colored. Colin, Hammett. 1 m. 20x1 c. (About 3 ft. square.) Mounted, 6 fr. 50 (\$1.30) each. Unmounted, 3 fr. (\$90) each. Explanation for each map, 40 centimes (\$8).

1. Serie. France et Cinq Parties du Monde.
13. Europe Politique.
12. Europe Physique.
2. Serie. Contrées d'Europe.
27. Allemagne.
31. Espagne.
32. Autriche-Hongrie.
33. Peninsule des Balkans.

NOTE.—The Cartes Murales Vidal-LaBlache and the Tableaux d'Histoire de la Civilisation are published in feuilles (unmounted), as well as mounted on cards. Unmounted, they will be sent to purchasers by the Librairie Armand Colin, transportation free up to 25 centimes (\$.05). A discount of 10% is allowed to teachers actually giving instruction. Mounted maps or pictures are sent by parcel post at the expense of the purchaser. New England agents are the J. L. Hammett Company, Boston, Mass.

Columbia Series. Rand, McNally. 1895-1909. 5x3½ ft. \$3.50, net.

International Series. Johnston. Babb. 4x3½ ft. \$1.75, net.

Grand Series. Johnston; Babb. 48½x40½ in. \$2.25, net.

Philips' Series. Hammond; Kenney Bros. & Wolkins. 63x48 in. \$6.00, list.

Peerless Series. Scarborough; Bardeen. 52x35 in. \$4.00, list.

Peerless Outline Series. Scarborough; Bardeen. 1904. 52x35 in. \$4.00, list.

Globe Series. Rand, McNally. 41x52 in. \$2.00, net.

Universal Series. Rand, McNally. 66x46 in. \$.80, net.

Relief-Model Map of Europe. A. L. Series. Arnold. 1904. 51½x43½ in. Vertical scale, 12,000 ft. to 7 in. 37/64. Case, 7/64. \$9.25, list.

Central Europe. McKinley wall outline maps. McKinley. 1906. 40¼x28¾ in. \$.20, net.

Blackboard Outline Map. Hammett. 4x5 ft. \$3.00, net.

Philips' Series of Model Test Maps. Kenney Bros. & Wolkins. 80x63 in. \$3.00, list.

Stanford's Orographical Map. Rand, McNally. 60x54 in. \$9.60.

Sydow-Habenicht Physical Wall Maps. Rand, McNally. 59x67 in. Spring roller, steel case. \$12.00, net.

McKinley Blackboard Maps. McKinley. 32x44 in. \$3.00, net.

France.

Cartes Murales Vidal-LaBlache. Double-faced, colored. Colin; Hammett. 1 m. 20x1 m. (about 3 ft. square). 3 fr. and 6 fr. 50 each.

1. Serie: France et cinq parties du monde.
2. France. Cours d'eau.
3. France. Relief du sol.
4. France. Departments.
5. France. Villes. Insets: Corsica, La France en Europe.
9. France. Provinces.

(See note under Europe, Continental, Cartes Murales, Colin.)

France, Belgique et Suisse. By P. Beneteau, and edited by Wm. Meissas and Michelot. 6x6¼ ft. 1890. Hachette.

Insets:

France in XXIII Governments Before 1789.
Physical France.

Paris, France. Plan general de la ville de Paris et de ses environs. Pub. Les services d'architecture, des promenades et plantations, service du plan de Paris. Hachette. 16x42 in.

France. Carte Administrative et des Voies de Communication: Vivien de St. Martin. Hachette. 32x44 in.

France. By F. Schrader, F. Prudent, E. Anthoine. Hachette. 24x29 in.

McKinley Blackboard Maps. France. McKinley. 32x44 in. \$3.00, net.

Germany.

Deutschland, von Richard Kiepert. Dietrich Reimer, Rand, McNally. 51½x62½ in. \$6.00. S. C.

Franz Bamberg's Schulwand karte zur cultur-wirtschafts und handelsgeographie von Deutschland, dem angrenzenden Osterreich u. d. Schweiz. Carl Chun, Rand, McNally. 5x5½ ft. S. C.

Inset: Karte der bevolkerungsdichte im Deutschen Reich.

Columbia Series. 1900. Rand, McNally. 60x42 in. \$3.50, net.

ATLASES.

Dow, Earle Wilbur. Atlas of European History. Holt & Company. 1909. \$1.50.

Labberton, Robert Hinderlophen. Historical Atlas. Silver, Burdett. 1889-1901. \$1.05.

Johnston, W. and Johnston, A. K. The Half-Crown Historical Atlas. Babb. \$.60.

Schrader, F. and Gallouedec, L. Atlas classique de geographie ancienne et moderne. 7 fr. 50.

Freeman, Edward A. Historical Geography of Europe. Ed., J. B. Bury. Longmans, Green. 1903. Vol. I, text, \$4.00, net. Vol. II, maps, \$2.00, net.

Poole, Reginald Lane. Historical Atlas of Modern Europe from decline of Roman Europe. Oxford. Clarendon Press. 1902. (Sample sheets on exhibition.)

Putzger, F. W. Historischer Schul-Atlas zur alten mittleren und neuen Geschichte. Baldamus und Schwabe. 1903.

MODELS.

Rausch's Modelle zur vaterländischen Kulturgeschichte. Rausch. A. Die Vorgeschichtliche Zeit. Prehistoric Period.

1. Die Steinzeit.

Steinbeil. M.10.20 (\$4.15).

Steinbeil im Holzsteil. Stone axe with wood handle. M.8.80 (\$2.56).

Schale. Bowl. M.2.50 (\$1.10).

2. Die Bronze u. Hallstattzeit. Bronze age.

Schale. Bowl. M.2.80 (\$1.10).

Vorstecknadel. Piercing Needle. M.3.60 (\$2.10).

Bronzeschwert. Bronze sword. M.9.30 (\$3.30).

Bronzest. Bronze tent. M.8.40 (\$2.90).

Armspange. Arm bracelet. M.5.70 (\$2.50).

3. Beginnende Eisenzeit. Beginning of the Iron Age.

Messer. Knife. M. 2.50 (\$1.00).

B. Die geschichtliche Zeit. The Historic period.

1. Deutschland unter römischer Beeinflussung. Germany under Roman influence.

Jutland Pflug. Jutland plow. M.7.00 (\$2.10).

Greifzange—Pincers. M. 2.20 (\$1.00).

Schild. Shield. M.19.90 (\$9.90).

2. Zeit der Völkerwanderung. Period of the Invasions.

Der Silberne Codex. The Silver Codex (one page). M.7.00 (\$2.50).

3. Zeit der Merowinger. Period of the Merovingians. Franziska. Frankish axe. Period of Clovis. M.5.90 (\$3.30).
Ango, Hakenspeer. Spear. M.6.90 (\$3.30).
5. Zeit der Sachsenkonige. Period of the Saxon Wars. Runenstein. Stone of the Runes. M.5.00 (\$2.10).
6. Kultur des Späteren Mittelalters. Civilization of the later Middle ages.
Romanisches Fenster. M.12.00 (\$5.00).
Gotisches Fenster. M.12.00 (\$5.00).
Hellebarde. Halberd. M.9.50 (\$4.15).
Degen. Sword (of a knight). M.6.90 (\$5.00).
7. Zeit der Reformation. Period of the Reformation.
Renaissance Fenster. M.12.00 (\$5.00).
Die 95 Thesen. The 95 Theses. M.2.50 (\$1.00).
Spinnrad. Spinning wheel. (15th century.) M. 12.50 (\$5.00).
9. Zeit der Revolution u. der Befreiungskriege. Period of the Revolution.
Eisernes Kreuz im 1813. The Iron Cross of 1813. M.1.40 (\$1.50).
Eiserner Trauring. "Gold geb ich für Eisen." The Iron Ring. M.10.00 (\$3.30).
Aufruf "An mein Volk." Appeal to German people. 1870. M.6.00 (\$2.00).

The prices given are subject to changes, owing to the fact that some of the inexpensive examples are becoming exhausted. Those in marks are exclusive of carriage from Frankfurt, Germany, and those in dollars are estimates of an importer, with carriage to New York included. Many of these models can be sent by mail at small cost.

The above examples are now upon exhibition or are on the way to our rooms. At various times they will be changed for fresh copies or new models.

WALL PICTURES.

Tableaux d'Histoire de la Civilisation française. Par Ernest Lavisse and A. Parmentier. Colin, Hammett. Unmounted, double-faced paper, 3 fr. 50 (\$75). Mounted, double-faced, cloth, 8 fr. (\$1.60).

1. La Gaule. Gaule primitive; Gaule romaine. (30 figures.)
1 bis. La France. Sous les Mérovingiens; sous les Carolingiens. (22 figures.)
2. Le Moyen Age. Villes; Metiers; Paysans. (29 figures.)
2 bis. Le Moyen Age. Les nobles; Sacre d'un roi; Le Château féodal. (30 figures.)
3. La Monarchie Absolue. Les Rois; La Cour; Les Ministres; La justice. (19 figures.)
3 bis. La Monarchie Absolue; Les nobles Vie privée; La guerre; Le duel. (13 figures.)
4. La Monarchie Absolue. Eglise; Dime; Ecole; Tolerance. (14 figures.)
4 bis. La Monarchie Absolue. Bourgeois; Artisans; Paysans; Guerre; Impôt. (11 figures.)
5. La Revolution. L'Empire. Prise de la Bastille; Fête de la Fédération; Enrollements; Nuit du 4 août 1789; Fête de la jeunesse (Directoire); la Convention; Rentrée des troupes à Paris en 1807; Napoleon au Conseil d'Etat; Retraite de Russie. (9 figures.)
- 5 bis. La Civilisation Contemporaine. Suffrage universel; Progres de la science; Devoir militaire; Justice; Arbitrage; Agriculture; Industrie; Expansion de la France; Prevoyance sociale; Progres de l'hygiene; Pacification sociale. (11 figures.)

Lehman, Kulturgeschichtliche Bilder für den Schulunterricht. I. Abteil: Deutsche Geschichte. 88:66 cm. Koehler, Steiger. M.2.60 (\$75) each.

1. Germanisches Gehöfte. (Vor d. Völkerwanderung) Germanic Farmyard. (Prior to the Migration of Nations.)
3. Im Rittersaale (13 Jahrh.) The Grand Hall of a Castle.
6. Belagerung. (14. Jahrh.) Siege. During the 14th Century.
10. Bauern und Landsknechte. (16. Jahrh.) Peasants and Landsquenets.
11. Lagerleben. (30. Jahr Krieg.) Camp Life at the Time of the 30 Years' War.
14. Pfahlbautendorf. Lake-dweller's Village.
15. Volksoffer, 1813. Peoples' Offering, 1813.
17. Vor dem Tore einer Stadt im Jahre, 1800. Before the City Gate.
18. Prozession. Procession (in the Middle Ages).
19. Mönchsschrift. Medieval manuscript.
20. Zur Erfindung der Buchdruckerkunst. Invention of Printing.
22. In Hafen Hansastadts. In the Harbor of a Hansa town.

Engleder, Vaterländische Geschichtsbilder nach Originalen in den Königl. Museen, etc. Koehler. 89: 63 cm. M. 2.50 (\$70) each.

4. Bonifatius fällt die Donareiche bei Geismar. Boniface Fells the Oak of Donar Near Geismar.
Lohmeyer, Wandbilder für den geschichtlichen Unterricht, nach Originalen hervorragender Künstler. Koehler. 98:72 cm. M.3. (\$80) each.
15. Reichstag des alten Russland. Imperial Diet of old Russia. \$1.75.
21. Tell's Meisterschluss. Tell's Master-shot. \$1.30.
Masterpieces in the Metropolitan Museum of Art. American Historical Art Association. Mounted on mats, 14x20 in. Price, \$60 each (2 for \$1.00).
2. Joan of Arc. Bastien-LePage. 9½x11 in.
21. Christopher Columbus Before Ferdinand and Isabella. Brozik. 8¼x12 in.
22. Friedland, 1807. Meissonier. 6½x13 in.
23. Defence of Champigny. Detaille. 6½x13 in.

SMALL PICTURES.

Groups of pictures of various kinds and from various sources, arranged to illustrate the use of such material in class work upon any particular period. Loaned by Miss Davison:

- Castles. England, France, Germany, Spain. 13 views.
- English Parliament. 8 views.
- Germany. Domestic Architecture. 12 views.
- German Customs. (16th Century.) 14 views.
- Fortified Towns. 8 views.
- French Chateaux. 6 views.
- Spain. 12 views.
- University Libraries. 5 views.
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ILLUSTRATED BOOKS.

Demoulin, Wm. Gustave.

- (Les) Française illustres, cinquième édition. Hachette. 1907. br. 4 fr. 50 tr. dorées, 7 fr.
- (Les) Françaises illustres, quatrième édition. Hachette. 1907. br. 4 fr. 50 tr. dorées, 7 fr.
- (La) France à travers les siècles. Hachette. 1905. 4 fr. 50 (br.).

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Nile barge with colored and embroidered sail. From a painting in the tomb of Rameses III, at Thebes.

Early Phœnician ship, 14th century B.C., plying between Egypt, Syris, and Asia Minor. Reproduced from a tomb painting at Thebes. Model to scale.

Ship of the Homeric Greeks, 11th century B.C. Based on numerous descriptive passages in the Iliad and Odyssey.

Indo-Javanese outrigger ship of about 600 A.D. Reproduced from a relief on the great Buddhist temple at Borobodor, Java. These reliefs commemorate a great migration to Java from Northwestern India. Model to scale.

Old German Boat. 3rd century B.C. From the original now in the Kiel Museum.

Arab Dhow. Type common in the Indian Ocean from the early Medieval period. Model to scale.

Viking ship, about 1000, coast of Norway. Half deck fore and aft, and a stern house. Sail, red and blue, was spread over the boat to protect the crew from storm or at night. Crew 50 to 100 men. These ships were hauled up on shore, on rollers, over winter.

English ship, about 1190. Richard Cœur de Lion had 9 large and about 200 small ships, the latter more or less on this order. Model to scale.

Hanseatic "Cog," about 1380. Mainly for the trade of the North and Baltic Seas.

Dutch "Cog," about 1440. Active in both the North and Baltic Seas.

Ship of the 15th century. From the first edition of Thomas More's *Utopia*.

Mediterranean ship, about 1490.

Hindu "fusta" of the 16th century. The Sultan of Egypt in 1506 sent 40 fustas to aid the Sultan of Gujarat against the Portuguese. From Linschotens' *Itinerary to the East Indies*, 1614.

Ship of the 16th Century. "Amerigo Vespucci Landing in the New World." From a drawing by Stradavius, about 1580.

Caravel of the 16th Century, from the Manuscript *Devaux* at Havre.

English Warship, *Great Harry*, about 1555. From a drawing by Holbein.

French Gallease *La Royale*, 17th Century. From an etching of a model in Admiral Paris, *Souvenirs de Marine*.

Chinese junk *Keying*. Made the voyage from Canton to New York and Boston in 1846; time, 212 days. From a print in the Library of Congress.

Burmese Rice Boat, similar to the Nile shipping of Ancient Egypt, of which this was doubtless a lineal descendant.

The *Columbia* and *Lady Washington*, 1797. These vessels discovered the mouth of the Columbia River and opened American trade with China. From a commemorative plaque.

Ship of the period, class and size of the *Mayflower*, 1620.

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Standard Oil Company's steel 4-masted bark *Atlas*, which carries oil from Atlantic ports to Japan and China, and on return voyage brings back sugar from Hawaii. This is one of a fleet of three built on practically the same plans, and is among the largest square riggers floating. Model to scale.

The *Mauretania*, 1907, in comparison with Egyptian ship of 2900 B.C., Egyptian ship of 1600 B.C., Greek trireme of 450 B.C., Viking ship of 900 A.D., and the *Welcome* of William Penn, 1682. Models to uniform scale, 1 in. to the ft.

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Official car, Bangor and Aroostook, 1903.

The first passenger engine from Providence, 1837.

The *Gardner*. Fitchburg R. R., about 1846.

The *Rapid*. Wood-burning engine dating about 1855.

Fitchburg engine, 1854, rebuilt in 1871.

The *General Sherman*, 1867. The patriotic naming and the elaborate decoration in gold leaf and red, white, and blue colors are typical of the period.

Marlboro. Built in Boston, 1867; typically decorated.

Engine of the Revere Beach and Lynn (narrow gauge) R. R. In use at present time.

End door box car. N. Y., N. H. and H. R. R. For long objects and automobiles.

Electric car (third rail) of N. Y., N. H. and H. R. R.; Providence, Warren and Bristol Branch. Electricity used on this road for passenger service.

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Latest type of coach on N. Y., N. H. and H. R. R., 1908.

The "Wheeler Car." Coach typical of the decade, 1880-1890.

Coach of the Philadelphia and Reading R. R. One of the earliest with rounded windows at the corners. 1888.

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Oriental and Greek History. L. B. Lewis.

Roman History. E. M. McKinley.

ATLASES.

Library of Congress, United States Government. List of geographical atlases. 2 vols. Philip L. Phillips. 1909. \$.235.

Shepherd, William R. Historical Atlas of the World. Volhagen and Klasing. Leipzig. In press.

Hammond, C. S. Modern Atlas of the World. Hammond. 1910. Kenney Brothers & Wolkins. \$1.50, net.

Hammond, C. S. Pictorial Atlas of the World. Hammond. 1910. Kenney Brothers & Wolkins. \$2.50, net.

Chisholm, George Goudie and Leete, C. H., Ed. Longmans' New School Atlas. Longmans, Green. 1908. \$1.50.

Colbeck, Charles, Ed. Public School Historical Atlas. Longmans, Green. 1905. \$1.50.

Bacon, G. W. Excelsior Elementary Atlas. Silver, Burdett. \$.60.

Cram, G. F. The World. Cram. S. C.

Rand, McNally. The World, Vol. I, United States; Vol. II, Foreign Countries. Rand, McNally. 1903.

Bartholomew, J. G. School Economic Atlas. Clarendon Press. 1911. \$.60.

Hammett's Pocket Atlas of the World. 1911. \$.25.

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Boston Museum of Fine Arts, Arthur Fairbanks, Director. Huntington Ave., Boston. (Photographs.)

Canada, Government of, Department of Interior. Chief Geographer, Immigration Bureau. Ottawa, Ont.

Caproni, P. P. & Bro., 1914 Washington St., Boston. (Casts and statuary.)

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Colin, Librairie, Armand, 3 Rue de Mezieres, Paris. (Maps, pictures, etc.)

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 Ernest F. Henderson, Ph.D., Boston, Mass.

Bibliography of History and Civics *

Edited by a Committee of the North Central History Teachers' Association Composed of Wayland J. Chase, The University of Wisconsin, Chairman; Karl F. Geiser, Oberlin College; Laurence M. Larson, The University of Illinois; Clarence Perkins, Ohio State University. Assisted by Victoria A. Adams, Calumet High School, Chicago; Carl E. Pray, State Normal School, Milwaukee; William L. Westermann, The University of Wisconsin.

PETRIE, FLINDERS. *The Arts and Crafts of Ancient Egypt*. Chicago, A. C. McClurg & Co. Pp. 151. \$1.75.

This is a technical treatise, not written for reference work for pupils of the high school age. Yet it would be a valuable addition to any high school library because of the excellent illustrations it contains; and it will picture for the teacher of ancient history the development and decay of ancient Egyptian civilization in a clear and tangible manner. It should be read by teachers of art also, for there is much material therein which will be stimulating and suggestive to them. The impression left by the book is that Mr. Petrie has no living peer in his knowledge of the subject. After a preliminary chapter upon the character of Egyptian art in which he shows how completely the Egyptian artists adapted themselves to their physical environment, the author establishes his divisions into periods and schools. Since we have no names of Egyptian artists, this division is found in the field of sculpture in the type of stone used, from the hardest diorite to soft sandstone. In different chapters he treats the development of artistic expression in relief work, painting and drawing, architecture, jewelry, glass, pottery, ivory, woodwork, etc. The chronology is, naturally enough, that of the earlier datings for the Old and Middle Kingdoms of which Mr. Petrie is the chief exponent.

William L. Westermann.

ACTON, JOHN EDWARD DALBERG-ACTON. *Lectures on the French Revolution*. Edited by John Neville Figgis and Reginald Vere Laurence. New York, The Macmillan Co. Pp. 379. \$3.25, net.

This book comprises the lectures delivered by Lord Acton, as Regius Professor of Modern History in the University of Cambridge from 1895 to 1899, and deals with the period 1789-1795. An appendix contains some connected fragments of discussions and lectures on the literature of the Revolution which will prove interesting to high school history teachers. As one reads these lectures, so full of charm and interest, he cannot but envy the students who had the opportunity to draw inspiration from the great teacher himself. As it is, we should be grateful to the editors for giving us less fortunate ones a chance to read these masterpieces of lucid statement and suggestive interpretation. Lord Acton was liberal and yet at the same time conservative. He sympathized fully with French aspirations for liberty and portrayed the impelling forces of the Revolution with wonderful clearness and vigor, yet was a

firm believer in the value of the monarchical system and a sympathizer with the monarch till his blunders put him almost beyond the pale of even sympathy. His analyses of character and interpretative comments are always trenchant, and a wealth of interesting incidents drawn from unusually wide reading and personal acquaintance continually give the reader pleasure. In short the book will be very valuable for the advanced student and teacher of the history of the French Revolution and modern Europe.

For a high school reference work, however, it is rather too detailed and too philosophical, especially in its expositions of constitutional questions and the views of political theorists, and in certain portions assumes too much knowledge of the narrative on the part of the reader. The teacher will find it excellent, and parts of it may be advantageously used for special reports by advanced high school students.

Clarence Perkins.

HAWES, C. H. AND H. *Crete the Forerunner of Greece*. New York, Harper & Brothers. Pp. 158. 75 cents, net.

Seldom has a little book such a sponsor and such parents. The preface is from the pen of Dr. Arthur J. Evans, the great authority on Crete, who says the authors write "not as the scribes, but as active workers in the field." Mrs. Hawes carried out the excavations at Gournia, "the most complete pre-Hellenic town yet discovered," and Mr. Hawes has made very important "anthropometric researches into both the ancient and modern inhabitants of Crete."

It is a clear account of the Cretan excavations and their historical results. The most valuable parts are the full and varied descriptions of the chief "sites," the civilization of the peaceful, and sea-faring Minoans in some cases surprisingly modern, and their many-sided art based entirely on the excavations, as their tablets are yet not deciphered. The "finds" include frescoes, pottery, engraving, inlaying and bronze repoussé, the carving of precious stones, gold-chasing, bas-relief, sculpture and architecture. Throughout, the information is first-hand, the methods scientific, and the conclusions cautious and suggestive. The underlying thesis is that Crete inhabited by a non-Hellenic people, was the art center of the Aegean about 1500 B.C., and thus the forerunner of Greece.

The book has a choice bibliography, three plans of excavated sites, and a map of Crete. Even without illustrations—which must of necessity be missed—it is fascinating reading and will interest high school pupils. The size and price make it a very convenient book for the traveler to take with him to Crete.

Victoria A. Adams.

*Owing to the necessity of completing the report upon Aids to the Teaching of History in this number, the publication of a number of reviews for the Department of Bibliography has been deferred to the June issue.—EDITOR.

Reports from the Historical Field

WALTER H. CUSHING, EDITOR.

NOTES.

During the absence, on account of illness, of Professor F. W. Moore, of Vanderbilt University, the graduate work in history in that institution has been conducted by Professor St. George L. Sioussat, of the University of the South.

Professor Charles H. Mellwain, of Bowdoin College, has been appointed Assistant Professor of History at Harvard University.

Dr. Theodore F. Collier, of Williams College, has been appointed Associate Professor of Modern European History at Brown University, taking the place of Professor W. H. Munro, who resigns on account of ill health.

Teachers will welcome the revised edition of Channing & Hart's Guide to the Study of American History, which is being prepared by Professors Channing, Hart and Turner.

The "Boston Herald" has begun a series of Sunday supplements consisting of reprints of the Sunday "Herald" of corresponding date of the year 1863.

Bulletin number 10 of the North Carolina Historical Commission contains the addresses at the unveiling of the bust of Matt W. Ransom. Since its creation in 1903, and especially since 1907, this Commission has done admirable work. It has classified, arranged and filed the executive letters of thirty Governors, beginning with Governor Caswell, in 1777, and ending with Governor Vance in 1879. Nearly 15,000 of these letters and documents are now, for the first time, available to historical students. Ten private collections of manuscripts, embracing nearly 12,000 documents, have also been secured.

The secretary of the Historical Commission has prepared three publications for the aid of teachers of North Carolina history in the annual celebration of North Carolina Day in the public schools.

On Friday, May 19, a luncheon will be given at the University Club, in Evanston, by the Evanston Historical Society for visiting members of the five historical societies uniting in their annual meeting.

The Departments of American and European History of the University of Michigan have been united, and Professor Claude H. Van Tyne has been made head of the combined history department. Professor U. B. Phillips, of Tulane University, has been appointed Junior Professor of American History, and Dr. E. R. Turner, of Bryn Mawr College, has been appointed to a position in European History.

The New York Conference of History Teachers will be held at Normal College, New York City, on Friday, May 19th, at 4 p.m.

The programme for the spring meeting of the Mississippi Valley Association, to be held May 19th, and 20th, at Evanston, Ill.,

is as follows: Solon J. Buck, University of Illinois, "Some Materials for the Social History of the Mississippi Valley in the Nineteenth Century;" O. G. Libby, University of North Dakota, "Myths of the American Indians as Material for Supplementary Reading in the Secondary Schools;" Archer B. Hulbert, Marietta College, Ohio, "The London Journal of Braddock's Expedition;" W. E. Dodd, University of Chicago, "Jefferson Davis and the Panama Canal;" George B. Merrick, Madison, Wis., "Old Steamboat Days on the Mississippi;" N. H. Winchell, St. Paul, Minn., "Were the Ontagami of Iroquois Stock?" M. M. Quaife, Lewis Institute, Chicago, "Some Notes on the Fort Dearborn Massacre;" B. F. Shambaugh, University of Iowa, "The Iowa School of History;" R. B. Way, University of Indiana, "The Mississippi Valley and Internal Improvements, 1825-1840;" and O. N. Carter, Illinois Supreme Court, "Lincoln and Douglas as Lawyers."

North Central Association.

The annual meeting of the North Central History Teachers' Association will be held in Evanston, Ill., Saturday, May 20. The following program has been arranged:

1. "High School Texts and Equipment in History," Mr. Addison L. Fulwider, Principal High School, Freeport, Ill. Discussion. Miss Josephine Cox, Shortridge High School, Indianapolis, Ind.
2. "What Should a High School Course in Government Comprise?" Mr. William O. Lynch, Associate Professor in History, Indiana State Normal School, Terre Haute, Ind. Discussion. Mr. Karl Geiser, Professor Oberlin College, Oberlin, O.
3. "Preparation for a High School Teacher of History," Norman M. Trenholme, Professor of History, University of Missouri, Columbia, Mo.
4. Report on Practical Workings of the Recommendations of the Committee of Eight," Mr. J. A. James, Professor of History, Northwestern University.

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Bureau of Research in Municipal Government.

A Bureau of Research in Municipal Government is to be established at Harvard University, to be maintained by a gift of \$2,500 a year for ten years offered by Mr. Frank Graham Thomson, of the Class of 1897, and Mr. Clarke Thomson, of the Class of 1899, both of Philadelphia, Pa. Professor W. B. Munro is to direct the work of the bureau. In connection with this bureau material bearing on national and State government is to be collected, the work to be maintained by an anonymous gift of \$1,000 a year for five years; Dr. Arthur N. Holcombe, Instructor in Government, is to be in charge.

NEW ENGLAND ASSOCIATION.

Program of the Dartmouth Conference and the New England History Teachers' Association:

I. THURSDAY EVENING, MAY 11.—Address by Professor G. L. Burr, of Cornell University, "Ethics and the Teaching of History." An informal reception will follow.

II. FRIDAY MORNING, MAY 12.—Discussion of the Report of the Committee of Five on the Teaching of History in the Secondary Schools. Luncheon at College Hall, tendered by the college to visiting teachers.

III. FRIDAY AFTERNOON.—Discussion of College Entrance Requirements in History. The College Entrance Examination Board, by Professor H. D. Foster, of Dartmouth. "The New System of Entrance Requirements at Harvard," by Professor W. B. Munro, of Harvard. A general discussion will follow.

IV. FRIDAY EVENING.—Address by Professor Charles M. Andrews, of Yale University, "The Topography of London as an Aid to the Study of American Colonial History."

V. SATURDAY MORNING, MAY 13.—Discussion of Outside Reading, Notes and Note Books. Dr. James Sullivan, of the Boys' High School, Brooklyn, N. Y., and others.

The rates at the Hanover Inn are \$2.50 a day for room and board, with one in a room, and \$2.00 a day for two in a room.

PACIFIC COAST BRANCH.

Reported by H. W. Edwards.

The Pacific Coast Branch of the American Historical Association met at Berkeley, Cal., March 31 and April 1. The teachers' session was held on Saturday, April 1. The topic under consideration was "Historical Geography." Prof. Don E. Smith, of the University of California, outlined the principal features of the geography of Europe, as they have affected history. The chief points to be noticed are: 1. The location of Europe in the land mass of the globe. The points of connection with Asia (Byzantium) and Africa (Sicily and Spain) are important. Observe relative latitude of places (historical significance of the fact that Montreal

has the same latitude as Venice). 2. Natural divisions of Europe. 3. Salient physiographic features: Mountains, including the great passes, the great plains, rivers and harbors, the Rhine-Danube frontier. In all this it is necessary to bear in mind the reaction of man upon nature to know in order the successive works of man in modifying natural features.

Mr. W. J. Cooper, of the Berkeley High School, followed with a practical discussion of methods of teaching historical geography in high schools. A preliminary survey of the geography should precede each course in history. This may be conducted in such a manner as to place the pupil in an expectant attitude, thus arousing interest. Mr. Cooper spoke of the relative value of wall maps and atlases. The atlas has the advantage of being more accurate and more handy. Physical maps should be extensively used, or else the many meanings of such terms as France, Germany, will leave the pupil with a false conception of Europe. The students should be made familiar with the use of the Gazetteer. Maps made by the pupils should be original, not copied. Pictures illustrate geography, and correct the tendency of the children to project their present ideas into the past.

Miss Maude F. Stevens, of the Palo Alto High School, maintained that in order to make history valuable for the future lives of the pupils, we must make it definite and concrete, and for this purpose map work is most effective. Good maps can easily be made by the teacher in any size desired. They should be made simple, each one bringing out one main point.

Mr. Alden H. Abbott, of the San Jose High School, spoke of the use of geography in teaching the history of California. Geographical features exercised a great influence in determining the direction of approach to California. The difficulty of the overland routes explains the use of the Panama and Cape Horn routes. Railroads were needed to overcome the isolation of the far West; these followed the old trails. The pupils' knowledge of local geographic conditions may be advantageously used.

Prof. H. Morse Stephens urged that every pupil should have an atlas. He would prefer to have the text-books printed without maps, thus reducing their cost, and the money saved invested in a good atlas. Prof. E. D. Adams and others agreed with this view, and pointed out how inaccurate are many of the maps in our text-books.

The new officers of the Pacific Coast Branch are: President, Mr. Hubert Howe Bancroft; Vice-President, Prof. Rockwell D. Hunt, University of Southern California; Secretary-Treasurer, Mr. H. W. Edwards, Oakland High School; Council, in addition to above officers, Prof. E. I. McCormac, University of California; Prof. P. J. Treat, Stanford University; Rev. J. M. Gleason, Palo Alto; Mr. Nicholas Ricciardi, Fremont High School, Oakland.

Periodical Literature

HENRY L. CANNON, PH.D., EDITOR.

(Conducted with the co-operation of the class in Current Literature of Leland Stanford, Jr. University. Contributions suitable for this department will be welcomed. Address Box 999, Stanford University, California.)

—The January number of the American Journal of International Law contains the sixth installment of Gaillard Hunt's "History of the Department of State."

—"The Slave Plantation in Retrospect," in the Atlantic Monthly for March, is written by Winthrop More Daniels, and is based upon the first two volumes of "The Documentary History of American Industrial Society," which are separately entitled "Plantation and Frontier, 1649-1863." The documents have been selected wholly from the economic point of view, and accordingly furnish excellent material for dispassionate treatment.

—According to Charles M. Harvey, in the March number of the North American Review, "Our Lost Opportunity" for securing the present provinces of British Columbia and Yukon consisted in President Madison's refusal to co-operate with Astor's Oregon project so far as to give him adequate protection. Had this been given "we should have had an unbroken coast line from San Diego to Point Barrow, far above the Arctic Circle."

—The Saturday Review for February 18, (also the Living Age for March 25), contains a discussion of "The House of Lords Then and Now," by Lord Robert Cecil, based upon "The House of Lords During the Civil War," by Professor C. H. Firth, of Oxford. "Judicious readers will not fail to notice the almost textual identity of the charges made against the Lords by Republican secretaries with those recently heard from Radical Ministers."

—"History in the College Course" is considered by Charlton Huntley Hayes, of Columbia University, in the Educational Review for March. "The purpose of college history—bear in mind that this does not imply university courses in history—is to explain the present. College history thus becomes frankly utilitarian." His description of the use of the current newspapers for "laboratory" work is of special interest.

—"The Authorized Version of the Bible: Its Tercentenary," by Canon Vaughan, is a paper of which the purpose is "to trace the history of this great version and to consider its beneficent influence on the life and language of the English people."

—"The Intimate Life of [Alexander] Hamilton," by Charles H. McCarthy, (Catholic World, March), is based upon the recent work bearing that title, by Allan McLane Hamilton.

Frontispiece

The Frontispiece this month is a reduced copy of No. 24 of Longmans Historical Illustrations, representing England in the twelfth century. The original is 9½"x12", and is one of a set of twelve plates relating to England in the twelfth century. Similar pictures are arranged in portfolios for the 11th, 12th, 13th, 14th, and 15th centuries. The cut shows drawings relating to navigation, work and sport. Among the many useful occupations of the monks, the development of agriculture was perhaps the most beneficial to the country. Marshes were drained, clearings were made in the forests, and much otherwise waste land was brought under careful cultivation with all the science available at the time. The Irish chieftains, armed with "the axe which they always carry in their hands in place of a staff," and the quaint pictures of birds and animals, are from a contemporary copy of "The Description of Ireland," by Giraldus Cambrensis. In MS. pictures of this time ladies are represented riding "astride." The arrangement of the dress is not very clear, and the fashion here suggested is borrowed from a German picture. The ship in the centre picture, with the wooden structure on board, is taken from a MS. picture. [Longmans' Historical Illustrations, six portfolios, each containing twelve plates, 90 cents, net. Longmans, Green & Co., New York.]

LIST OF BOOKS ON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FROM FEBRUARY 25 TO APRIL 1, 1911.

Listed by CHARLES A. COULOMB, Ph.D.

American History.

- Ayers, Nathaniel M. Building a New Empire: a Historical Story of the Settlement of the West. New York: Broadway Pub. Co. 221 pp. \$1.50.
- Brindley, John E. History of Taxation in Iowa. In 2 vols. Iowa City, Ia.: State Hist. Soc. 943, 476 pp. \$4.00.
- Burrage, Henry Sweetser. Maine at Louisburg in 1745. Augusta, Me.: State Lib. 143 pp. Gratis.
- Colonial Dames of America, Chapter 1, Baltimore. Ancestral records and portraits compilation from the archives of Chapter 1. In 2 vols. New York: Grafton Press. \$20.00, net.
- Dandridge, Mrs. Danske B. American Prisoners of the Revolution. Shepherds-town, W. Va.: D. Dandridge. 504 pp. \$3.00.
- Dodge, Grenville M. The Battle of Atlanta and Other Campaigns. Council Bluffs, Ia.: Monarch Pr. Co. 183 pp. Gratis.
- Hackett, Frederick W. Reminiscences of the Geneva Tribunal of Arbitration, 1872. The Alabama Claims. Boston: Houghton, Mifflin. 450 pp. \$2.00, net. [Author was secretary to Caleb Cushing, Senior American Counsel.]
- Hale, Robert. Early Days of Church and State in Maine. (Bowdoin Coll. Studies in Hist.) Brunswick, Me.: Bowdoin Coll. 52 pp. 25 cents.
- Hodge, Frederick W., Ed. Handbook of American Indians North of Mexico. In 2 pts. Pt. II. Washington, D. C.: Smithsonian Inst. 1221 pp. (42 pp. bibl.) \$1.50.

- Hunt, Cornelius E. Shenandoah, or the Last Confederate Cruiser, by One of Her Officers. Magazine of History, extra No. New York: W. Abbott. 135 pp. \$3.00 to sub. to Mag. of Hist.
- James, Edmund J. The Origin of the Land Grant Act of 1862. . . . and Some Account of its Author, J. B. Turner. Urbana, Ill.: Univ. of Ill. 139 pp. 75 cents.
- Lansden, John M. History of Cairo, Illinois. Cairo, Ill.: J. M. Lansden, 614 Conil Ave. 303 pp. \$3.00.
- McFarland, Raymond. A History of the New England Fisheries. Phila.: Univ. of Penna. New York: Appleton. 457 pp. \$2.00.
- Matthews, Albert. Origin of the Name of Maine. Boston: A. Matthews. 366-382 pp. Gratis.
- New England and New York in 1676. A Reproduction of the Map and Description. . . in the John Speed Atlas, London, 1676. Boston: Univ. Co. 22 pp. \$5.00.
- Nott, Chas. C. Sketches of the War: a Series of Letters to the North Moore Street School of New York. New ed. New York: Wm. Abbott. 201 pp. \$1.50, net.
- Paltsits, Victor Hugo. Minutes of the Executive Council of. . . New York. . . . 1668-1673. Vol. II. Collateral and Illustrative Documents 20-98. Albany, N. Y.: N. Y. State. 387-806 pp. Not for sale.
- Reynolds, James B., Ed. Civic Bibliography for Greater New York. (Ed. for N. Y. Research Council.) New York: Charities Pub. Com. 296 pp.
- Rich, Jos. W. The Battle of Shiloh. Iowa City, Ia.: State Hist. Soc. 134 pp. \$1.25.
- Schauffler, Robert H., Ed. Memorial Day, its Celebration, etc., with a Non-sectional anthology of the Civil War. New York: Moffat, Yard. 327 pp. \$1.00.
- Shook, Chas. A. Cumorah Revisited; or the Book of Mormon. Re-examined from the Viewpoint of American Ethnology and Archaeology. Cincinnati, O.: Standard Pub. Co. 589 pp. \$1.50.
- Sons of Am. Revolution, Maine Society. Maine at Valley Forge. Augusta, Me.: Maine State Lib. 83 pp. Gratis.
- Veech, James. The Monongahela of Old. . . Southwestern Penna. to 1800; Pittsburgh, 1858-'92. Uniontown, Pa.: J. Haddon, 259 pp. \$5.00.
- Virginia (Colony) General Assembly House of Burgesses. Journals of the House of Burgesses of Va. In 13 vols. Vols. 7-8. Richmond, Va.: Va. State Lib. Each vol. \$10.00.

Ancient History.

- Curle, James. A Roman frontier post and its people; the Fort of Newstead in the Parish of Melrose. New York: Macmillan. 431 pp. \$13.00, net.
- Gurney, Rev. Thomas A. The Church of the First Three Centuries. New York: Longmans. 128 pp. 40 cents, net.
- Holmes, T. Rice. Caesars' Conquest of Gaul. (Pt. I of the larger work.) New York: Macmillan. 184 pp. \$2.00, net.
- Kingsley, Maud E. Outlines of Ancient History. Boston: Palmer Co. 40 pp. 35 cents.
- Spence-Jones, Henry Donald Maurice, D.D. The Early Christians in Rome. New York: J. Lane. 409 pp. \$4.00, net.

English History.

- Brett, A. C. A. Charles II and His Court. New York: Putnam. 323 pp. \$3.50, net.
- Chandos, The Herald of. Life of the Black Prince, by the Herald of Sir John Chandos. Ed. from the ms. in Worcester College by Mildred K. Pope and Eleanor C. Lodge. [Text is a contemporary poem.] New York: Oxford Univ. Press. 62+256 pp. \$7.75.
- Griffiths, Arthur L. Wild Scottish Clans

- and Bonnie Prince Charlie. Boston: C. M. Clark. 110 pp. \$1.00.
- Lawrie, Sir Archibald C. Comp. Annals of the Reign of Malcolm and William, Kings of Scotland, A.D. 1153-1214, with Notes and Index. New York: Macmillan. 459 pp. \$3.25, net.
- Lloyd, John Edward. A History of Wales from the Earliest Times to the Edwardian Conquest. In 2 vols. New York: Longmans. 356, 357-815 pp. \$6.00, net.
- Morgan, Shepard A. The History of Parliamentary Taxation in England. Printed for Dept. of Polit. Sci. of Williams College. New York: Moffat, Yard. 317 pp. \$2.00, net.
- Smalley, Geo. Washburn. Anglo-American Memories. (Articles contributed to New York Tribune.) New York: Putnam. 441 pp. \$2.50, net.
- Vinogradoff, Paul G., Ed. Oxford Univ. Studies in Social and Legal History. Vol. 2. Types of Manorial Structures in the Northern Danelaw, by F. M. Stenton; Customary Rents, by N. Neilson. New York: Oxford Univ. Press. 219 pp. \$4.15.

European History.

- Coppens, Rev. C. Protestant Reformation; How it was Brought About in Various Lands. 3rd edition. St. Louis: Herder. 112 pp. 15 cents.
- Myers, Denys P. Legal Basis of the Rules of Blockade in the Declaration of London. Rept. from Am. Jour. Inter. Law. New York: Baker, Voorhis & Co. 571-594 pp.
- Orbaan, J. A. F. Sixtine Rome. [Rome from 1585-1590.] New York: Baker and Taylor. 295 pp. \$3.50, net.
- Pastor, Ludwig. The History of the Popes from the Close of the M. A. Drawn from the secret archives of the Vatican. Tr. from the German. Vol. 7-10. St. Louis: Herder. Per vol. \$3.00, net.
- Ricci, Corrado. Art in Northern Italy. New York: Scribners. 372 pp. \$1.50, net.
- Salamon, Abbé Loui Siffrein. A Papal envoy during the Reign of Terror. The memoirs of Mgr. Salamon, internuncio at Paris during the Revolution, 1790-1801. St. Louis: Herder. 46+247 pp. \$3.25, net.
- University of Illinois, Dept. of History. Syllabus of Continental European History. Urbana, Ill.: Univ. of Ill. 138 pp. 50 cents.
- Wordsworth, Bp. John. The National Church of Sweden. Milwaukee. Young Churchman Co. 459 pp. \$2.00, net.
- Medieval History.**
- Janssen, Johannes. History of the German People at the Close of the M. A. Tr. from the German by A. M. Christie. Vol. 15-16. St. Louis: Herder. 1094 pp. \$6.25, net.
- Kellogg, Minnie D. Flowers from Medieval History. San Francisco: Elder. 145 pp. \$1.50.
- Mann, Rev. Horace K. The Lives of the Popes in the Early M. A. Vol. 6-7. St. Leo IX to Honorius II, 1049 to 1099. St. Louis: Herder. Per vol. \$3.00, net.

Miscellaneous.

- Abbot, Jacob. Famous Rulers in History. In 5 vols. New edition. [Alexander, Julius Caesar, Hannibal, William the Conqueror, Nero.] Akron, O.: Werner Co. Per set, \$2.00.
- Abbott, Jacob, and John S. C. Famous Queens of History. In 5 vols. New edition. [Josephine, Cleopatra, Elizabeth, Mary Queen of Scots, Marie Antoinette.] Akron, O.: Werner Co. Per set, \$2.00.
- Adams, Henry. Letter to American Teachers of History. Balto.: J. H. Frost Co. 214 pp. Priv. printed.
- Almanach de Gotha, 1911. New York: Lemke and B. 1282 pp. \$2.70.

- Catholic Encyclopedia. In 15 vols. Vol. 10. New York: R. Appleton. 800 pp. \$6.00.
- Creelman, James. Diaz, Master of Mexico. New York: Appleton. 441 pp. \$2.00, net.
- Dauids, Thomas D. Rhys, Ed. Sacred Books of the Buddhists. Vols. 2 and 3. New York: Oxford Univ. Press. Vol. 2, \$3.50; Vol. 3, \$4.20.
- Griffis, Wm. Elliot, D.D. China's Story in Myth, Legend, Arts, and Annals. Boston: Houghton, Mifflin. 302 pp. \$1.25.
- Hart, Albert Bushnell. The Obvious Orient. New York: Appleton. 369 pp. \$1.50, net.
- Haydn, J. Dictionary of Dates Relating to all Ages and Nations. New York: Putnam. 1200 pp. \$6.50, net.
- Lukach, Harry C. A Bibliography of Sierra Leone. New York: Oxford Univ. Press. 144 pp. \$2.90.
- McLaughlin, Andrew C., and others. The Study of History in Secondary Schools. Report of Committee of Am. Hist. Association. New York: Macmillan. 72 pp. 25 cents, net.
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